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ABSTRACT

This physical education curriculum guide for kindergarten through twelfth grade has two main components. The first is a program overview that includes information relating to program organization and implementation for early, middle, and senior grades. The second section contains suggested activities and teaching notes for realizing specific program objectives. The overall goals are that students should: (1) develop physical wellbeing; (2) develop desired movement patterns through the neuromuscular system; (3) express ideas, thoughts, and feelings with confidence through physical activity; (4) develop independence in pursuing physical activity throughout life; (5) develop safety and survival practices; and (6) develop positive social interactions through a variety of physical activities. These goals remain constant throughout the entire program, although the objectives which prepare students to reach the goals vary according to stages of maturation and learning. Developmental characteristics, time allotments, lesson plans, activities, class organization, and evaluation methods are outlined for early, middle, and senior grades. Appendixes contain an equipment list, a safety checklist, a sample lesson plan, a discussion of legal liability, and a bibliography. (JD)

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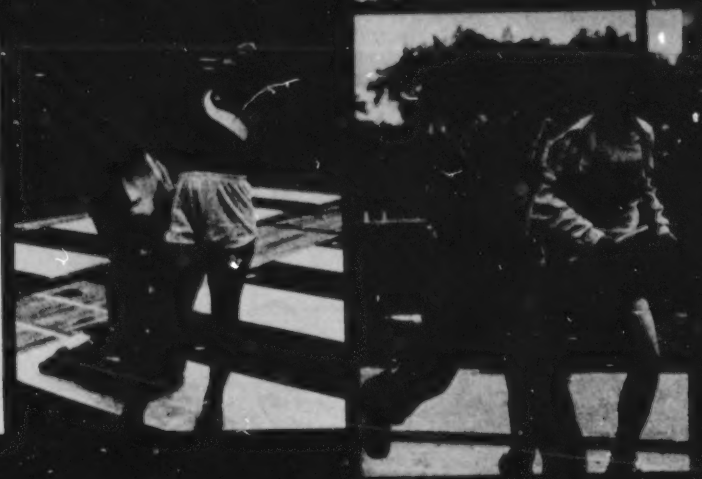

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DEPARTMENT OF EDUCATION

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K-12 PHYSICAL EDUCATION CURRICULUM GUIDE

This guide replaces all previous guides for K-12 in use since 1966 and the interim version issued in 1980. It has been developed as part of the overall revision of the physical education program for Manitoba schools. The final form is based on the interim document and incorporates the suggestions and input of those teachers who participated in the orientation sessions. K-12 Physical Education becomes the approved provincial guide effective September, 1981.

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PREFACE

"Physical Culture.

Suitable instruction and exercise in all grades, vigour, strength and grace, normal action of the vital organs, control of the body by the will are aims to be sought. Prevailing weaknesses of the pupils shall be studied and exercises given to meet them . . . In connection with this subject, such exercises should be given as are necessary to give power of free and easy speech."

The statement quoted above, taken from the Manitoba Department of Education Program of Studies guide published in 1909, suggests that the overall goals of physical education — to contribute to the health and physical well-being of all students and to provide them with the knowledge and physical skills to enjoy positive lifestyles in the years following their formal public education — have not essentially changed. The specific means to achieving these goals have changed, however.

The new physical education curriculum represents a departure from the past in significant ways. Based on a conceptual approach which advocates the teaching of skills and the concepts behind them, it seeks to instil positive attitudes toward physical activity so that fitness will be a concern of students both now and in the future. Although the role that physical education plays in fostering social, emotional, intellectual as well as physical growth has been stressed before, the new curriculum defines the practical means by which such growth may be encouraged. This change is reflected in the listing of specific activities under the headings of the six goal statements.

The program of instruction, which breaks away from traditional methods of teaching sport skills is developmental, that is, it reflects an understanding of the stages of development through which children progress. The early years program (K-4) stresses the acquisition of basic skills; the middle years (5-9), cultural games and activities; the senior years (10-12), lifelong sports activity. Activities are phased in and out at the various grade levels to provide for exposure to as many activities as possible. Once an activity has been phased out, students should be encouraged to pursue it as an extracurricular event either at the school or in the community.

The curriculum guide has two main components. The first is a program overview that includes rationale, goals, and information relating to program organization and implementation; the second contains suggested activities and teaching notes to realize these goals. Additional material included in the appendices should provide teachers with information that will be relevant to the physical education program.

To be published separately as supplements to the guide are the resource packages on specific activity areas. These will be made available on request by the Department of Education.

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INTRODUCTION

RATIONALE

Two needs identified in the mid-seventies have directly contributed to the development of the new K-12 Physical Education curriculum. The first, defined in a Department of Health and Welfare document entitled, A New Perspective on the Health of Canadians, is the need to deal with the health problems which lead to tremendous financial costs and personal losses. Many of these problems can be traced to inadequate physical activity. The second, identified as a result of public discussion, is the need to develop leisure-time activities that can provide a change of pace, a source of relaxation, and an opportunity to re-energize.

These increasingly complex challenges demand a vigorous response. Since each individual must assume the responsibility for choosing a personal lifestyle, the physical education program provided in our schools must prepare students to make rational decisions. In this way, the physical education programs can contribute significantly in assisting students to select lifestyles conducive to good health. To accomplish this aim, teachers of physical education must maintain sensitivity to the needs and interests of students and society.

It is imperative that the physical education program not only contribute to students' present levels of health and fitness but also prepare them for lifelong involvement in meaningful physical activities which will enhance the quality of their lives. Therefore, the physical education program must foster the development of habits which will be practised throughout life. These habits will help prevent many health problems, help people cope with the stress and strain of modern life, and encourage people to develop healthful leisure-time pursuits.

Simply stated, the primary aim of the physical education program from Kindergarten through senior high schools in Manitoba is:

> To help students develop and participate in a purposeful, physically active lifestyle, which will enable them to experience a more enjoyable quality of life - today and tomorrow.

GOALS OF PHYSICAL EDUCATION

If students are to be involved in physical activity on a lifelong basis, they must be equipped with the skills, knowledge, and attitudes that will enable them both to enjoy and to benefit from such activity. In this process, everyone in the school system has an important contribution to make.

To establish a strong physical education program, it is necessary that all authorities having legal responsibility for the school work together to provide the resources and services that are needed. The goals directing this task are listed under the heading PLANNING AND ORGANIZING GOALS.

If students are to acquire the necessary knowledge and skills, teachers need to establish a positive learning environment within the classroom and the school. Goals for the development of such a learning environment are listed under the heading TEACHING GOALS.

Those competencies which students are to develop are listed under the heading LEARNING GOALS.

Taken together, the planning and organizing goals, the teaching goals, and the learning goals outline the direction and framework of a physical education program dedicated to the best interests of the student.

PLANNING AND ORGANIZING GOALS

The physical education program must satisfy a wide range of needs, abilities, and interests. Recognizing that all students benefit from physical education, those who have legal responsibility should:

1. Plan and implement programs designed to meet the learning goals described below.

2. Plan and implement program support services which assist in building the environment described under teaching goals, also described below.

3. Encourage meeting the special needs of students in physical education by:

   a. Implementing diagnostic procedures for all students to identify needs related to posture, weight, and gross motor problems; referrals and remedial programs should be established to meet these special needs; and

   b. Instituting ongoing communication with parents and the medical profession regarding students' limitations and their continued involvement in classes with adapted activities to meet their special needs.

4. Provide a wide range of physical activities.

5. Provide options for physical activities once students have acquired the basic skills.

6. Provide opportunities for daily physical education, where possible.

7. Plan and implement programs including outdoor pursuits that demonstrate a responsiveness to the recreational potential of the community.

8. Provide facilities and equipment designed to meet a wide variety of student needs by:

   a. Making maximum use of community facilities; and

   b. Setting program priorities.

TEACHING GOALS

Creating an environment conducive to learning is the responsibility of the teacher. To ensure a positive learning experience for students, teachers should be sensitive to their needs and interests — providing for challenges and successes, social interaction and fun. To do so, it is important that physical education from Kindergarten through senior high school be developmental, that is, that it begin by establishing a firm base of movement skills and concepts in the early years and move toward providing specific activity options at the senior high level.

It is important that teachers recognize the need to provide a wide range of activities in the physical education program. Equally important is that students be taught a variety of activities in their entirety, that is, skills, concepts, and activity structures. By presenting such instruction, the programs should provide for greater satisfaction and thus encourage lifelong involvement.

To establish this environment, the teacher should:

1. Plan learning activities toward clearly defined goals.

2. Plan and develop programs on the basis of meeting diagnosed needs.

   Individual differences should be provided for by:

   a. Adapting activities and programs for atypical students -- those that are gifted, those with medical problems, intellectual limitations, emotional and social problems; and

   b. Structuring remedial programs; e.g., for students with postural problems, gross motor deficiencies, weight control needs.

3. Involve students in planning, selecting, and evaluating learning activities by:

   a. Encouraging students to work cooperatively and independently.

   b. Providing opportunities for students to select activity options and become involved in decision making.

4. Provide opportunities for meaningful play within the program structure.

5. Provide opportunities to develop creative abilities through physical education.

6. Choose a variety of teaching strategies based on principles of sound learning and instructional theory.

7. Explore integration possibilities with teachers of other disciplines.

8. Be cognizant of new directions and new trends which have implications for physical education programs and assess:

   a. Their possible benefits to students; and

   b. Their effect on the priorities of existing physical education programming.

LEARNING GOALS AND RELATED OBJECTIVES

The learning goals of physical education are the general statements of the skills and attitudes that students are to develop. These goals are constant throughout the K-12 physical education program; however, at each stage, the objectives which prepare students to reach these goals vary. Such variance is necessary because of the developmental stages of maturation and learning.

K-12 LEARNING GOALS

The child/student should demonstrate an increasing ability to:

1. DEVELOP PHYSICAL WELL-BEING.

2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.

3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

The Kindergarten child should demonstrate an increasing ability to:

1. DEVELOP PHYSICAL WELL-BEING.

a. Understand that physical activity and physical fitness are necessary to have a healthy body.

1) Experience and enjoy physical fitness through physical activity.

2) Maintain/develop optimal levels of fitness.

3) Discover that practice and more active play improve fitness levels.

2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.

a. Understand that basic motor skills are used in performing all physical activity.

1) Explore and use the basic locomotor skills in a variety of physical activities.

- Crawl
- Walk
- Run
- Leap (1 foot to the other foot)
- Jump (2 feet to 2 feet)
- Hop

2) Explore and use the basic non-locomotor skills in a variety of physical activities.

- Bend
- Stretch
- Swing

3) Explore and use the basic locomotor combinations in a variety of physical activities.

- Gallop
- Slide
- Start and stop
- Change direction
- Land
- Rotate the body

4) Explore and use the basic non-locomotor combinations in a variety of physical activities.

- Sway and swing

5) Explore and use basic manipulative skills in a variety of physical activities.

- Roll an object underhand to a stationary target
- Bounce a ball.
- Throw an object underhand to a stationary target.
- Push objects.
- Pull objects.
- Catch objects.
- Trap an object using body parts.
- Kick an object.
- Strike objects.

6) Explore and use balance in a variety of activities.

- Static balance

- Dynamic balance

7) Explore and respond rhythmically to music.

b. Explore and use the elements of movement in a variety of activities.

1) Develop space awareness.

- Explore general space.

- Explore personal space.

2) Develop body awareness: body image.

- Body parts

- Shapes

3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.

a. Develop own activities through creative movement.

b. Appreciate the aesthetic quality of movement.

- Recall and perform movement patterns and sequences.

c. Use, interpret, and reinforce concepts from other subject areas through physical activity.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand that when the basic play urge is retained, physical activity can be fun.

- Experience success and enjoyment in the basic motor skills.

b. Understand that there is a correlation between active play and physical fitness.

- Discover that active play improves physical fitness.

c. Participate in the community with a sense of responsibility, confidence, and belonging.

1) Perform activity routines for audiences.

2) Understand the acceptable procedures and behaviour in community facilities.

- Demonstrate acceptable behaviour in accordance with school and community procedures.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand the need for safe practices in physical activity.

1) Behave safely and responsibly.

2) Dress suitably for physical activity.

3) Practise appropriate safety procedures in setting up learning stations and performing in a learning environment.

6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

a. Relate effectively to other people on a group and individual basis.

1) Cooperate.

2) Exhibit habits of dependability, sharing, tolerance of others, self-confidence, and self-control.

3) Follow rules.

GRADE 1

The Grade 1 child should demonstrate an increasing ability to:

1. **DEVELOP PHYSICAL WELL-BEING.**

   a. Understand that physical activity and physical fitness are necessary to have a healthy body.

      1) Experience and enjoy physical fitness through physical activity.

      2) Maintain/develop optimal levels of physical fitness.

      3) Discover that practice and more active play improve fitness levels.

      4) Explore activities which maintain/develop muscular endurance/strength, cardiovascular endurance, and flexibility.

2. **DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.**

   a. Understand that basic motor skills are used in performing all physical activity.

      1) Explore and use the basic locomotor skills in a variety of activities.

      - Walk
      - Run
      - Leap (1 foot to the other foot)
      - Jump (2 feet to 2 feet)
      - Hop (1 foot to the same foot)

      2) Explore and use the basic non-locomotor skills in a variety of activities.

      - Stretch
      - Twist
      - Bend
      - Sway
      - Turn
      - Swing
      - Combinations of the above

      3) Explore and use the locomotor combinations in a variety of activities.

      - Gallop
      - Slide
      - Skip
      - Start and stop
      - Change directions
      - Fall and land
      - Collapse

      4) Explore and use the basic manipulative skills in a variety of activities.

      - Roll an object underhand to a stationary target.
      - Bounce an object.
      - Throw an object underhand.
      - Push an object using an implement.
      - Pull an object.
      - Strike a tethered (suspended) moving object.
      - Catch objects in flight.
      - Trap an object.
      - Kick a ball.

5) Explore balance and use in a variety of activities.

- Static balance

- Dynamic balance

6) Explore and respond rhythmically to music.

b. Explore and use the elements of movement in a variety of activities.

1) Develop space awareness.

2) Develop body awareness: Body image.

- Body parts

3) Explore working in relationship to others.

- Partners

3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.

a. Develop own activities.

b. Appreciate the aesthetic quality of movement.

c. Interpret, use, and reinforce concepts from other subject areas through physical activity.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand that when the basic play urge is retained, physical activity can be fun.

- Experience success and enjoyment in learning activities.

b. Participate in the community with a sense of responsibility, confidence, and belonging.

1) Perform activity routines for audiences.

2) Demonstrate acceptable behaviour and follow procedures in school and community activities.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand the need for safe practices in physical activity.

1) Behave safely and responsibly.

2) Dress suitably for physical activity.

3) Practise appropriate safety procedures.

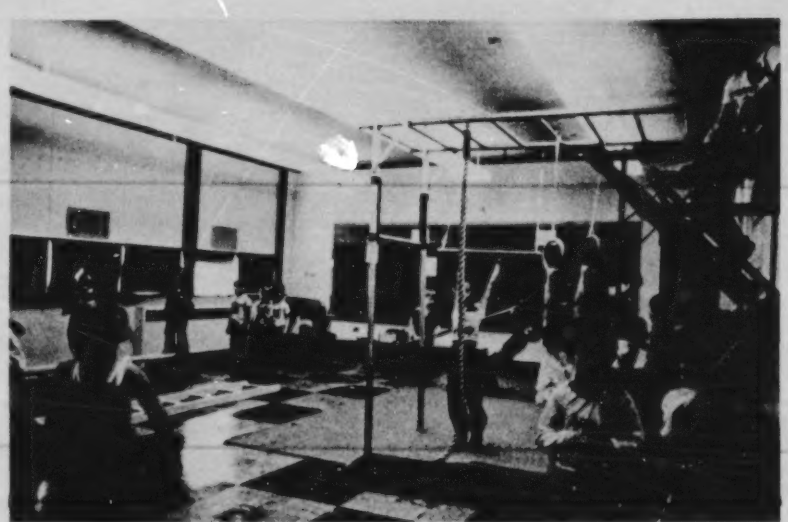
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

a. Relate effectively to other people on a group or individual basis.

1) Cooperate.

2) Exhibit habits of dependability, sharing, tolerance of others, self-confidence, and self-control.

3) Follow the rules of activities.



GRADE 2

The Grade 2 child should demonstrate an increasing ability to:

1. DEVELOP PHYSICAL WELL-BEING.

a. Understand that physical activity and physical fitness are necessary to have a healthy body.

1) Experience and enjoy physical fitness through physical activity.

2) Maintain/develop optimal levels of physical fitness.

3) Discover that practice and more active play improve fitness levels.

4) Discover and perform activities to maintain/develop muscular strength/endurance, flexibility, and cardiovascular endurance.

2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.

a. Understand that the basic motor skills are used in performing all activities.

1) Use basic locomotor skills in a variety of physical activities.

- Leap (1 foot to the other foot)

- Jump (2 feet to 2 feet)

- Hop (1 foot to same foot)

2) Combine and use two locomotor skills in a variety of physical activities.

3) Use basic non-locomotor skills in a variety of physical activities.

4) Combine and use the basic non-locomotor skills in a variety of physical activities.

- Bend and stretch

- Twist and turn

5) Use locomotor combination skills in a variety of physical activities.

- Gallop

- Slide

- Change directions

- Rotate the body

6) Combine the locomotor combinations and use them in a variety of activities.

- Use locomotor combinations moving in the same direction.

- Use locomotor combinations moving in different directions.

7) Use non-locomotor combinations in a variety of activities.

- Sway and swing

- Lift

8) Use the basic non-locomotor combinations with the locomotor combinations in a variety of activities.

9) Use basic manipulative skills in a variety of activities.

- Roll an object toward a moving target.

- Lift an object.

- Bounce an object.

- Throw an object underhand.

- Throw an object overhand.

- Push an object using an implement.

- Pull an object.

- Strike a moving object.

- Catch an object in flight.

- Trap an object.

- Kick a moving ball.

10) Use balance in a variety of activities.

- Dynamic

11) Respond rhythmically to music.

b. Understand that the elements of movement are used in a variety of activities.

1) Use space awareness and body awareness in the performance of activities.

2) Develop and use the qualities of movement.

- Weight

- Time

- Flow

3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.

a. Develop own activities.

1) Develop movement patterns and sequences using the elements of movement.

2) Discover how to observe and analyze movement patterns and sequences.

b. Appreciate the aesthetic quality of movement.

- Recall and perform movement patterns and sequences.

c. Use, interpret, and reinforce concepts from other subject areas in physical activities.

d. Discover the full range of movement and potential for body coordination.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand that when the basic play urge is retained, physical activity can be fun.

- Experience success and enjoyment in learning physical activities.

b. Understand that there is a correlation between active play and physical fitness.

- Discover that active play improves physical fitness.

c. Participate in the community with a sense of responsibility, confidence, and belonging.

1) Perform activity routines for audiences.

2) Understand the acceptable procedures and behaviour in community facilities.

- Practise acceptable procedures and behaviour in school and community physical activities.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand the importance of proper conduct in physical activity.

b. Understand the need for safe practices in physical activity.

1) Behave safely and responsibly.

2) Dress suitably for physical activity.

3) Practise appropriate safety procedures in setting up learning stations and performing in a learning environment.

6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

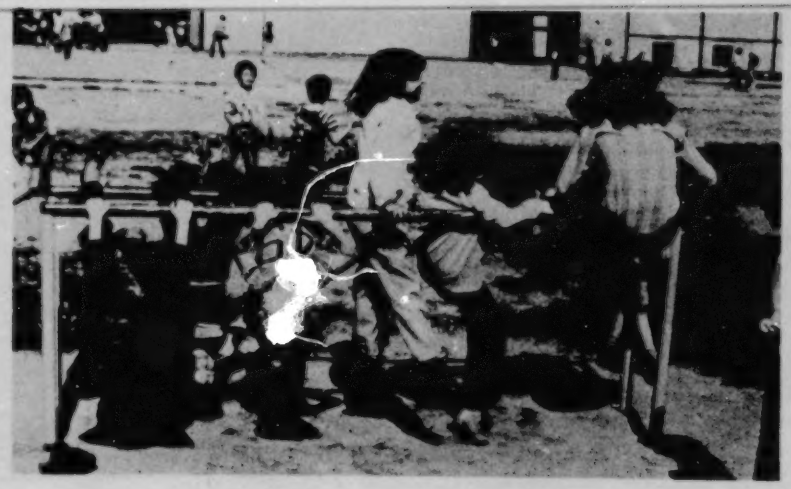
a. Relate effectively to other people on a group and individual basis.

1) Cooperate.

2) Understand the rules and strategies of individual, dual, and low-organized team games.

3) Exhibit habits of dependability, sharing, tolerance of others, self-confidence, and self-control.

4) Follow the rules of activities.



The Grade 3 child should demonstrate an increasing ability to:

1. DEVELOP PHYSICAL WELL-BEING.

a. Understand that physical activity and physical fitness are necessary to have a healthy body.

1) Experience and enjoy physical fitness through physical activity.

2) Maintain/develop optimal levels of physical fitness.

3) Discover that practice and more active play improve physical fitness.

4) Discover and perform activities to maintain/develop muscular strength/endurance, flexibility, and cardiovascular endurance.

- Muscular strength/endurance: Abdominals
- Muscular strength/endurance: Upper Body
- Muscular strength/endurance: Lower Body
- Flexibility
- Cardiovascular endurance

2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.

a. Understand that the basic motor skills are used in performing all activities.

1) Use the basic locomotor skills in a variety of activities.

- Jump (1 foot to 2 feet)

2) Use locomotor combinations in a variety of activities.

- Rotate the body
- Jump and turn

3) Use non-locomotor skills in a variety of activities.

4) Combine and use locomotor and non-locomotor skills in performing a variety of physical activities.

5) Use basic manipulative skills in a variety of activities.

- Bounce an object.
- Throw underhand and catch.
- Throw overhand.
- Strike a moving object.
- Catch an object in flight.
- Kick and trap a moving object.

6) Use balance in a variety of activities.

- Dynamic balance
- Static balance

7) Respond rhythmically to music.

b. Use the elements of movement in physical activity.

1) Use space and body awareness in the performance of activities.

- Twist
- Turn

2) Develop and use the qualities of movement.

- Flow

3) Explore working in relationship with others.

- Match
- Mirror
- Contrast

- Over and under

- Meet and part

3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.

a. Develop own activities.

1) Develop movement patterns and sequences using the elements of movement.

2) Discover how to observe and analyze movement patterns and sequences.

b. Appreciate the aesthetic quality of movement.

- Recall and perform movement patterns and sequences.

c. Perform activities which use, interpret, and reinforce concepts in other subject areas.

d. Discover and perform to the best of one's ability.

e. Respond to rhythm and music.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand that when the basic play urge is retained, physical activity can be fun.

- Experience success and enjoyment in learning physical activities.

b. Understand that there is a correlation between active play and physical fitness.

- Discover that active play improves physical fitness.

c. Participate in the community with a sense of responsibility, confidence, and belonging.

1) Perform activity routines for audiences.

2) Understand the acceptable procedures and behaviour in community facilities.

- Demonstrate acceptable procedures and behaviour in school and community physical activities.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand the need for safe practices in physical activity.

1) Behave safely and responsibly.

2) Dress suitably for physical activity.

3) Practise appropriate safety procedures in setting up learning stations and performing in a learning environment.

6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

a. Relate effectively to other people on a group and individual basis.

1) Cooperate.

2) Follow the rules and use strategies of individual, dual, and low-organized team games.

3) Exhibit habits of dependability, sharing, tolerance of others, self-confidence, and self-control.

The Grade 4 child should demonstrate an increasing ability to:

1. **DEVELOP PHYSICAL WELL-BEING.**

   a. Understand that physical activity and physical fitness are necessary to have a healthy body.

      1) Experience and enjoy physical fitness through physical activity.

      2) Maintain/develop optimal levels of physical fitness.

      3) Discover that practice and more active play improve physical fitness.

      4) Discover and perform activities to maintain/develop muscular strength/endurance, flexibility, and cardiovascular endurance.

         - Muscular strength/endurance: Abdominals

         - Muscular strength/endurance: Upper Body

         - Muscular strength/endurance: Lower Body

         - Flexibility

         - Cardiovascular endurance

2. **DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.**

   a. Understand that the basic motor skills are used in performing all physical activity.

      1) Use the basic locomotor skills in a variety of activities.

         - Dynamic balance

      2) Perform and use basic non-locomotor skills in a variety of activities.

      3) Use basic locomotor combinations in a variety of activities.

         - Rotate the body.

      4) Combine and use locomotor and non-locomotor skills in performing a variety of physical activities.

      5) Use basic manipulative skills.

         - Bounce an object.

         - Pass an object.

         - Throw and catch.

         - Catch an object in flight.

         - Strike an object.

         - Kick and trap a moving object.

         - Trap an object with an implement.

         - Push a pass with an implement.

         - Dribble the ball with the feet to avoid obstacles in the pathway.

         - Dribble the object with either side of an implement to avoid obstacles in the pathway.

      6) Use balance in a variety of activities.

         - Static balance

      7) Respond rhythmically to music.

   b. Use the elements of movement in performing physical activities.

      - Work in relationship with others.

3. **EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.**

   a. Develop own activities.

      1) Develop movement patterns and sequences utilizing the elements of movement.

      2) Discover how to observe and analyze movement patterns and sequences.

b. Appreciate the aesthetic quality of movement.

- Recall and perform movement sequences.

c. Perform activities which use, interpret, and reinforce concepts from other subject areas.

d. Discover and perform to the best of one's ability.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand that when the basic play urge is retained, physical activity can be fun.

- Experience success and enjoyment in learning physical activities.

b. Understand that there is a correlation between active play and physical fitness.

- Discover that active play improves physical fitness.

c. Participate in the community with a sense of responsibility, confidence, and belonging.

1) Perform activity routines for audiences.

2) Demonstrate acceptable procedures and behaviour in school and community physical activities.

3) Know the responsibilities and qualities of good leaders.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand the need for safe practices in physical activity.

1) Behave safely and responsibly.

2) Dress suitably for physical activity.

b. Understand that physical activity is a means of coping with stress.

- Discover, by participating, that vigorous physical activity and relaxation help let off steam.

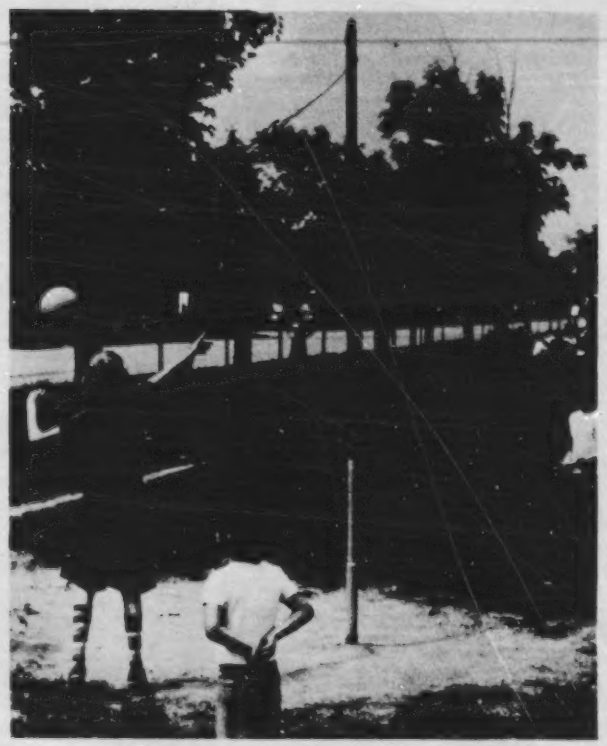
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

a. Relate effectively to other people on a group and individual basis.

1) Cooperate.

2) Follow the rules and strategies of games.

3) Exhibit habits of dependability, sharing, tolerance of others, self-confidence, and self-control.



The Grade 5 child should demonstrate an increasing ability to:

1. DEVELOP PHYSICAL WELL-BEING.

a. Understand that physical activity is necessary to develop a healthy body and pursue a healthful lifestyle.

1) Experience and enjoy physical activity and physical fitness.

2) Know and define the components of physical fitness.

- Cardiovascular endurance
- Muscular strength/endurance
- Flexibility

3) Maintain and develop cardiovascular endurance, flexibility, and muscular strength/endurance through specific training methods.

- Muscular strength/endurance: Upper body
- Muscular strength/endurance: Lower body
- Muscular strength/endurance: Abdominals
- Flexibility
- General body fitness
- Training methods

b. Understand that appearance, weight control, and exercise are interrelated.

c. Understand the importance of proper alignment (posture) in relation to self-image and bodily function.

- Identify what comprises desirable posture and why it is necessary.

2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.

a. Understand that basic motor skills are adapted and refined for use in activities.

1) Run

- Walk-jog
- Power run forward
- Power run backward
- Run with controlled starts and stops
- Run with changes in direction

2) Change directions while performing activities.

- Find and use open space to lose a defensive player, to receive a pass, and to create 2-on-1 situations.
- Move from a forward motion to a vertical motion.

3) Use controlled falling, landing, and rolling to prevent injuries.

4) Project an object through space using a pendulum motion with wrist action on the release.

- Deliver (slide) a curling rock.
- Pitch a ball underhand.

5) Project an object through space by a throwing action.

- Overarm throw
- Two-handed bounce pass
- Two-handed overhead pass

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6) Project an object through space by a striking action.

- Hit a moving object with an implement held in two hands.
- Hit a moving object with an implement held in one hand.
- Head a ball.

7) Receive a moving object in flight.

- Catch a ball:
  - Above the waist
  - Below the waist
  - At the side
  - With implements
- Trap a ball/object:
  - With the feet
  - With the body
  - With an implement

8) Project a ball through space by kicking.

- Instep kick
- Punt

9) Project an object through space by pushing.

- With the feet
- With the hands
- With implements

10) Dribble the ball/object.

- With the feet
- With the hands
- With an implement

11) Respond rhythmically to music.

b. Create and perform movement patterns using the elements of movement.

c. Understand that movement patterns can be learned and improved by observing and analyzing the skillful performance of others.

1) Observe and analyze the performance of others.

2) Observe and analyze one's own performance.

3) Compare one's own performance to the performance of a skilled individual.

d. Understand that the application of the principles of motor learning will result in improved movement quality.

- Know and apply the principles of motor learning.

3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.

a. Understand that thoughts and feelings can be meaningfully expressed through creative movement.

1) Identify the thought or feeling to be expressed.

2) Identify the elements of movement.

3) Manipulate the elements of movement to express a thought or feeling most effectively.

4) Work cooperatively with others.

b. Understand that music can be a stimulant to ideas and feelings which can be expressed in creative movement.

1) Identify the rhythm and mood of the music.

2) Create a movement sequence reflecting the rhythm and mood of the music.

c. Appreciate the quality of movement.

d. Perform activities which use, interpret, and reinforce concepts from other subject areas.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand the need to pursue physical activity throughout life.

- Identify the benefits of and recognize the different physical demands placed on the body by various activities.

b. Participate with a sense of responsibility and confidence in community-based activities.

1) Perform the skills, use the rules, and practise the etiquette in community activities.

- Skating
- Curling
- Aquatics

2) Pursue community-sponsored physical activity.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand and apply the principles of safety when participating in physical activity.

1) Identify the need for safety in various physical activities.

2) Identify and demonstrate habits of safe and responsible behaviour toward one's self and others.

3) Demonstrate appropriate safety procedures in setting up and using equipment and facilities.

b. Understand that physical activity is a means of coping with stress.

6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

a. Understand that relating effectively to others involves dependability, the ability to share, and tolerance of one's self and others.

1) Cooperate.

2) Seek self-improvement.

3) Adhere to the rules of the activity.

b. Use and adapt strategies of activities.

1) Run the bases for softball.

2) Use and apply offensive and defensive strategies.

- Positional play
- One-on-one
- Two-on-one
- Cut-off
- Cover
- Play boundary lines (side lines and end lines)

GRADE 6

The Grade 6 child should demonstrate an increasing ability to:

1. DEVELOP PHYSICAL WELL-BEING.

a. Understand that physical activity is necessary to develop a healthy body and pursue a healthy lifestyle.

1) Experience and enjoy physical fitness through physical activity.

2) Know and define the components of physical fitness and the principles of exercise.

- Cardiovascular endurance
- Muscular strength/endurance
- Flexibility

b. Maintain/develop cardiovascular endurance, flexibility, and muscular strength/endurance through specific training methods.

1) Muscular strength/endurance: Upper body

2) Muscular strength/endurance: Lower body

3) Muscular strength/endurance: Abdominals

4) Flexibility

5) General body fitness

6) Training methods

c. Understand that body composition, appearance, nutrition, weight control, and exercise are interrelated.

d. Understand the importance of proper alignment (posture) in relation to self-image and body function.

- Identify what comprises desirable posture and why it is necessary.

2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.

a. Understand that the basic motor skills are adapted for and refined by performing specific physical activities.

1) Run

- Walk, jog
- Forward/backward power
- With controlled starts and stops
- With changes in direction

2) Change directions while performing activities.

- Find and use open spaces.
- Move from a forward motion to a vertical motion.

3) Use falling, landing, and rolling to prevent injuries.

4) Project an object through space using a pendulum motion.

- Deliver a curling rock.
- Pitch a ball underhand.

5) Project an object through space by a throwing action.

- Throw overarm.
- Throw underarm.
- Throw a two-handed bounce pass.
- Throw a two-handed overhead pass.

6) Project an object through space using a striking action.

- Hit a stationary object out of a hand.
- Hit a moving object with the hand(s).

- Hit a moving object with an implement held in the hand(s).

- Hit a moving object to spaces using an implement.

- Head a ball.

7) Receive a moving object in flight.

- Catch a ball below the waist.

- Catch a ball above the waist.

- Catch a ball at the side.

- Catch a ball with an implement.

- Trap a ball with the feet.

- Trap a ball with the body.

- Trap an object with an implement.

8) Project a ball through space by kicking.

- Use the instep kick.

- Punt a ball.

9) Project an object through space by pushing.

- Push a pass with the feet.

- Make a two-handed chest pass.

- Push a pass with one hand.

- Push a pass with an implement.

- Dribble the ball with the feet to avoid obstacles in the pathway.

- Dribble the ball with either hand and alternate hands to avoid obstacles in the pathway.

- Dribble the object with either side of an implement to avoid obstacles in the pathway.

10) Respond rhythmically to music.

b. Create and perform movement patterns using the elements of movement.

c. Understand that movement patterns can be learned and improved by observing and analyzing the skillful performance of others.

1) Observe and analyze the performance of others.

2) Observe and analyze one's own performance.

3) Compare the analysis of one's own performance to that of a skilled individual.

d. Understand that the application of the principles of motor learning will result in improved movement quality.

- Know and apply the principles of motor learning.

3. **EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.**

a. Understand that thoughts and feelings can be meaningfully expressed through creative movement.

1) Identify the thought or feeling to be expressed.

2) Identify the elements of movement.

3) Manipulate the elements of movement to express a thought or feeling most effectively.

4) Start working cooperatively with others to express thoughts or feelings by the manipulation of the elements of movement.

b. Understand that music can be a stimulant to ideas and feelings which can be expressed in creative movement.

1) Identify the rhythm and mood of the music.

2) Create a movement sequence reflecting the rhythm/mood of the music.

c. Appreciate the quality of movement.

d. Perform activities which use, interpret, and reinforce concepts from other subject areas.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand the need to pursue physical activity throughout life.

- Identify the benefits of and recognize the different physical demands placed on the body by various activities.

b. Participate with a sense of responsibility and confidence in community-based activities.

- Perform the skills, use the rules, and practice the etiquette in community activities.

  - Skating
  - Curling
  - Aquatics

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand and apply the principles of safety when participating in physical activity.

1) Identify the need for safety in various physical activities.

2) Identify and demonstrate habits of safe and responsible behaviour toward one's self and others.

3) Use appropriate safety procedures in setting up and using equipment and facilities.

4) Understand, demonstrate, and apply basic first aid procedures.

6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

a. Understand that relating effectively to others involves dependability, the ability to share, tolerance of one's self and others, self-confidence, and the ability to accept criticism.

1) Cooperate.

2) Seek self-improvement.

3) Adhere to the rules of the activity.

b. Adapt strategies of activities.

1) Offensive and defensive strategies

- Positional play
- One-on-one
- Two-on-one
- Two-on-two
- Cut-off
- Cover
- Play boundary lines (side lines and end lines)

The Grade 7 student should demonstrate an increasing ability to:

1. DEVELOP PHYSICAL WELL-BEING.

a. Understand that physical fitness and physical activity are necessary to have a healthy body.

1) Experience and enjoy physical fitness through physical activity.

2) Know and define the components of fitness and the principles of exercise.

- The FITT principle as related to cardiovascular endurance
- Flexibility

3) Maintain/develop cardiovascular endurance, flexibility, and muscular strength/endurance.

4) Evaluate personal fitness levels.

b. Understand that body composition, appearance, nutrition, weight control, and exercise are interrelated.

- Identify the relationship of caloric intake and expenditure as related to weight control.

c. Understand the importance of proper alignment (posture) in relationship to self-image and body function.

- Identify what comprises desirable posture and why it is necessary.

2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.

a. Understand that the basic motor skills are adapted for and refined by participating in specific physical activities.

1) Run

- Walk-jog
- Power
- With changes in direction
- With controlled starts and stops
- Distance

2) Change direction while performing activities.

3) Fall, land, and roll to prevent injuries.

4) Project an object through space by a throwing action.

- Passing
- Throwing
- Pushing and throwing with an implement

5) Project an object through space by a striking action.

6) Project an object through space by absorption-release.

7) Receive a moving object.

- Catch
- Trap

8) Project an object through space by kicking and pushing.

- Instep kick
- Punt
- One-handed push pass
- Two-handed chest pass
- Push pass with an implement
- Dribbling the ball with the feet
- Dribbling with the hands

- Dribbling the ball with an implement

b. Understand that the application of the mechanics of efficient movement will result in improved movement quality.

1) Know and apply the mechanics of efficient movement.

2) Analyze and evaluate the movement patterns of one's self and others.

3) Compare the analysis of one's own performance to that of the skilled individual.

c. Understand that quality movement is arrived at by following progressions and by applying the principles of motor learning.

1) Know and apply the principles of motor learning.

2) Know and use the progressions in acquiring physical activity skills.

3) Comprehend that correct practice improves the performance of a skill.

3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.

a. Understand that thoughts and feelings can be meaningfully expressed through physical activity.

1) Identify the theme to be expressed.

2) Identify the elements of movement.

3) Manipulate the elements of movement to express a thought or feeling most effectively.

4) Work cooperatively with others to express thoughts or feelings by the manipulation of the elements of movement.

b. Understand that music can be a stimulant to ideas and feelings which can be expressed in physical activity.

1) Identify the rhythm and mood of the music.

2) Create movement patterns and sequences reflecting the rhythm and mood of the music.

c. Appreciate the quality of movement.

d. Perform activities which use, interperet, and reinforce concepts from other subject areas.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand the need to pursue physical activity throughout life.

- Identify the benefits of and recognize the different physical demands placed on the body by various activities.

b. Participate with a sense of responsibility and confidence in community activities.

1) Perform the skills, use the rules, and practise the etiquette required in community activities.

- Aquatics

- Outdoor pursuit skills

2) Pursue community-sponsored physical activity.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand and apply the principles of safety.

1) Identify the need for safety in various physical activities.

2) Identify and demonstrate habits of safe and responsible behaviour toward one's self and others.

3) Demonstrate appropriate safety procedures in setting up and using equipment and facilities.

4) Understand, demonstrate, and apply basic first aid procedures.

6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

a. Relate effectively to others by sharing, being dependable and tolerant of one's self and others.

1) Cooperate.

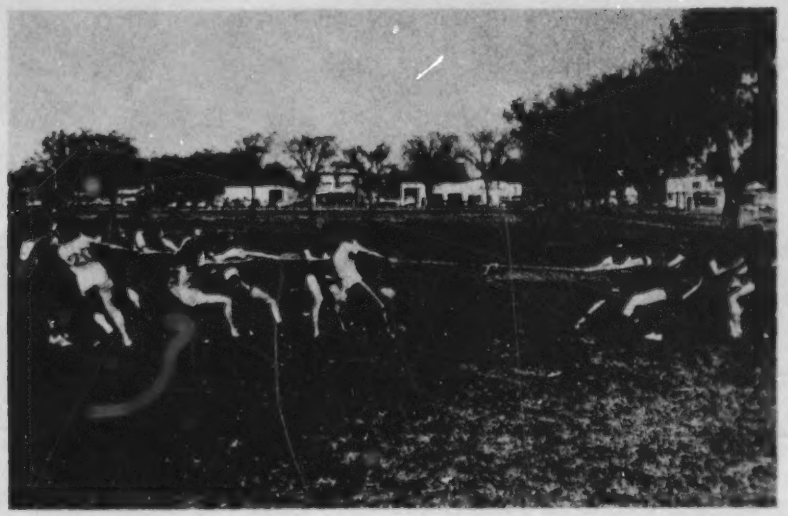
2) Seek self-improvement.

3) Adhere to the rules of the activity.

b. Use and adapt strategies of activities as the need arises.

1) Offensive and defensive strategies

- Positional play
- One-on-one
- Two-on-one
- Two-on-two
- Cover-up
- Play boundary lines (side lines and end lines)



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GRADE 8

The Grade 8 student should demonstrate an increasing ability to:

1. DEVELOP PHYSICAL WELL-BEING.

a. Understand that physical fitness and physical activity are necessary to have a healthy body.

1) Experience and enjoy physical fitness through physical activity.

2) Know and use the components of physical fitness and the principles of exercise.

- Muscular strength/endurance

3) Maintain/develop cardiovascular endurance, flexibility, and muscular strength/endurance.

4) Evaluate personal levels of physical fitness and interpret the implications.

b. Understand that body composition, appearance, nutrition, weight control, and exercise are interrelated.

- Understand the relationship of caloric intake and expenditure as related to weight control.

c. Understand the importance of proper alignment (posture) in relationship to self-image and body function.

1) Understand what comprises desirable posture and why it is necessary.

2) Evaluate posture.

2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.

a. Understand that basic motor skills are adapted for and refined by performing specific physical activities.

1) Run

- Walk-jog

- Power

- With changes in direction

- With controlled starts and stops

2) Change directions while performing activities.

3) Fall, land, and roll to prevent injuries.

4) Project an object through space by a throwing action.

5) Project an object through space by a striking action.

6) Project an object through space by absorption-release.

7) Receive a moving object.

- Trap with an implement.

8) Project an object through space by kicking and pushing.

- Push pass with one hand

- Push pass with an implement

- Dribbling the ball with an implement

b. Understand that the application of the mechanics of efficient movement will result in improved movement quality.

1) Know and apply the mechanics of efficient movement.

2) Analyze and evaluate the movement patterns of one's self and others.

3) Compare the performance analysis of one's self to the performance level of the skilled individual.

4) Improve one's performance by integrating the results of the comparative analysis.

c. Understand that quality movement is arrived at by following progressions and by the application of the principles of motor learning.

1) Know and apply the mechanics of motor learning in the performance of skills.

2) Know and use the progressions in each activity.

3) Comprehend that correct practice improves the performance of a skill.

3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.

a. Understand that thoughts and feelings can be meaningfully expressed through physical activity.

1) Manipulate the elements of movement to express a thought or feeling most effectively.

2) Work cooperatively with others to express thoughts or feelings by the manipulation of the elements of movement.

b. Understand that music can be a stimulant to ideas and feelings which can be expressed through physical activity.

1) Identify the rhythm/mood of the music.

2) Create movement patterns and sequences reflecting the rhythm and mood of the music.

c. Appreciate the quality of movement.

d. Perform activities which use, interpret, and reinforce concepts from other subject areas.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand the need to pursue physical activity throughout life.

- Identify the benefits of and recognize the different physical demands placed on the body by various activities.

b. Participate with a sense of responsibility and confidence in community activities.

1) Perform the skills, use the rules, and practise the etiquette required in community activities.

- Aquatics

- Outdoor pursuits

2) Pursue community-sponsored physical activity.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand the principles of safety.

1) Identify the need for safety in various physical activities.

2) Identify and demonstrate habits of safe and responsible behaviour toward one's self and others.

3) Set up and use equipment and facilities appropriately.

4) Understand, demonstrate, and apply basic first aid procedures.

6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

a. Relate effectively to others by sharing, being dependable and tolerant of one's self and others.

1) Cooperate.

2) Seek self-improvement.

3) Adhere to the rules of the activity.

4) Use and adapt strategies of activities as the need arises.

- Offensive and defensive strategies

- "Man-to-man" concepts

- Zone concepts

- Offensive and defensive systems

- Running strategies

GRADE 9

The Grade 9 student should demonstrate an increasing ability to:

1. **DEVELOP PHYSICAL WELL-BEING.**

   a. Understand that physical fitness and physical activity are necessary to have a healthy body and pursue a healthy lifestyle.

      1) Experience and enjoy physical fitness through physical activity.

      2) Recognize, define, and use the components of physical fitness and the principles of exercise which are required for the establishment of a personal fitness program.

      3) Maintain/develop cardiovascular endurance, flexibility, and muscular strength/endurance.

      4) Evaluate personal fitness levels.

      5) Interpret the implications of physical fitness test results.

      6) Develop a physical fitness program.

   b. Understand the interrelationship of body composition, appearance, nutrition, weight control, and exercise.

      - Identify the relationship of caloric intake and expenditure as related to weight control.

   c. Understand the importance of proper alignment (posture) in relationship to self-image and body function.

      1) Understand what comprises desirable posture and why it is necessary.

      2) Evaluate posture.

      3) Assess evaluation data.

2. **DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.**

   a. Understand that the basic motor skills are adapted for and refined by performing specific physical activities.

      1) Run

         - Walk-jog
         - Power
         - With changes in direction
         - With controlled starts and stops

      2) Change directions while performing activities.

      3) Project an object through space by a throwing action.

      4) Fall, land, and roll to prevent injuries.

      5) Project an object through space by a striking action.

         - Without an implement
         - With an implement

      6) Project an object through space by kicking and pushing.

      7) Project an object through space by absorption-release.

      8) Receive a moving object in flight.

   b. Understand that the application of the mechanics of efficient movement and of the principles of motor learning will result in improved movement quality.

      1) Apply the mechanics of efficient movement in the performance of physical skills.

      2) Apply the principles of motor learning in the performance of physical skills.

      3) Analyze and evaluate the movement patterns of others and one's self.

      4) Compare the performance analysis of one's self to that of a skilled individual.

      5) Improve one's own performance by integrating the results of the comparative analysis.

3. **EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.**

   a. Understand that thoughts and feelings can be meaningfully expressed through physical activity.

1) Manipulate the elements of movement to express a thought or feeling most effectively.

2) Work cooperatively with others to express thoughts or feelings by manipulating the elements of movement.

b. Understand that music can be a stimulant to ideas and feelings which can be expressed through physical activity.

1) Identify the rhythm and mood of the music.

2) Create movement patterns/sequences reflecting the rhythm and mood of the music.

c. Appreciate the quality of movement.

d. Perform activities which use, interpret, and reinforce concepts from other subject areas.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand the need to pursue physical activity throughout life.

1) Identify the benefits of and recognize the different physical demands placed on the body by various activities.

2) Select appropriate activities for health maintenance.

b. Participate with a sense of responsibility and confidence in community activities.

1) Apply the skills required in community activities.

- Aquatics

- Outdoor pursuits

c. Pursue community-sponsored physical activity.

d. Encourage active leadership in developing and promoting community-based activities.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand and apply the principles of safety.

1) Identify the need for safety in various physical activities.

2) Identify and demonstrate habits of safe and responsible behaviour toward one's self and others.

3) Set up and use equipment and facilities appropriately.

4) Understand, demonstrate, and apply basic first aid procedures.

6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

a. Relate effectively to others by sharing and being dependable and tolerant of one's self and others.

1) Cooperate.

2) Seek self-improvement.

3) Adhere to the rules of the activity.

4) Use and adapt strategies of activities.

- Offensive and defensive strategies

- "Man-to-man"

- Zone

- Systems

- Running strategies

The Senior High student should demonstrate an increasing ability to:

1. **DEVELOP PHYSICAL WELL-BEING.**

   a. Understand that physical activity is necessary for the maintenance of structural and physiological efficiency.

      1) Know the components of physical fitness.

      2) Know the principles of exercise.

      3) Understand the relationship between using the principles of exercise and maintaining/developing an acceptable standard above the current Manitoba norms.

      4) Evaluate personal fitness levels.

      5) Interpret the implications of the physical fitness test results.

      6) Construct and use a physical fitness program to maintain/develop desirable levels of physical fitness.

   b. Understand that good posture is important to healthful living and appearance.

      1) Recognize postural deviations and good posture.

      2) Evaluate posture.

      3) Establish an exercise program to maintain/develop good posture.

   c. Understand the interrelationship of weight control and exercise.

      1) Understand the relationship of caloric intake and expenditure as related to weight control.

      2) Assess one's diet and level of activity for caloric intake and expenditure.

   d. Understand the principles and importance of sound nutrition.

      1) Know the primary nutrients of the basic food groups.

      2) Identify the need for a balanced diet.

      3) Assess one's own diet for nutritional value.

      4) Plan a balanced diet.

2. **DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.**

   a. Use the principles of motor learning in acquiring and improving skills.

   b. Understand that progressions can be used in learning a new skill.

   c. Understand that motor skills can be acquired and improved by observing and analyzing the skillful performance of others.

      1) Observe and analyze the performance of others.

      2) Observe and analyze one's own performance.

      3) Compare the analysis of one's own performance to that of skilled individuals.

      4) Improve one's own performance by integrating the results of comparative analysis.

3. **EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.**

   a. Appreciate the aesthetic quality of movement.

   b. Understand that music can be a stimulant to ideas and feelings which can be expressed by creative movement.

      - Create a movement sequence reflecting the rhythm/mood of the music.

4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.

a. Understand the need to pursue physical activity in a variety of settings throughout life.

b. Participate in the community with a sense of responsibility, confidence, and belonging.

1) Adhere to the house rules when participating in community activities.

2) Use appropriate behaviour and etiquette when using community facilities.

3) Identify the community facilities which may be used for lifelong physical activities.

4) Pursue physical activity beyond physical education class involvement.

5. DEVELOP SAFETY AND SURVIVAL PRACTICES.

a. Understand that the principles of safety must be practised when engaging in physical activity.

1) Practise safe and responsible behaviour when engaged in physical activity.

2) Employ appropriate procedures in setting up, utilizing, and storing equipment.

b. Be knowledgeable about and be able to use survival skills in a variety of physical pursuits.

- Identify survival skills which may be needed in a variety of situations.

c. Understand the importance of life support/assistance methods.

1) Emergency first aid

2) Prevention and care of athletic injuries

3) Clearance of air passage obstruction

4) Performance of cardiopulmonary resuscitation (optional)

d. Understand the need for stress management.

6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.

a. Work together cooperatively on a one-to-one basis or as a member of a group.

b. Be competitive with one's self and others.

c. Use the rules, etiquette, and strategies of the activities.

d. Implement and adapt strategies of activities.

NOTE:

K-12 LEARNING GOALS AND OBJECTIVES SCOPE AND SEQUENCE CHART IS LOCATED IN THE POCKET ON THE INSIDE BACK COVER.

The chart was removed because of reproduction problems.

ACTIVITY SCOPE AND SEQUENCE: K-12 PHYSICAL EDUCATION

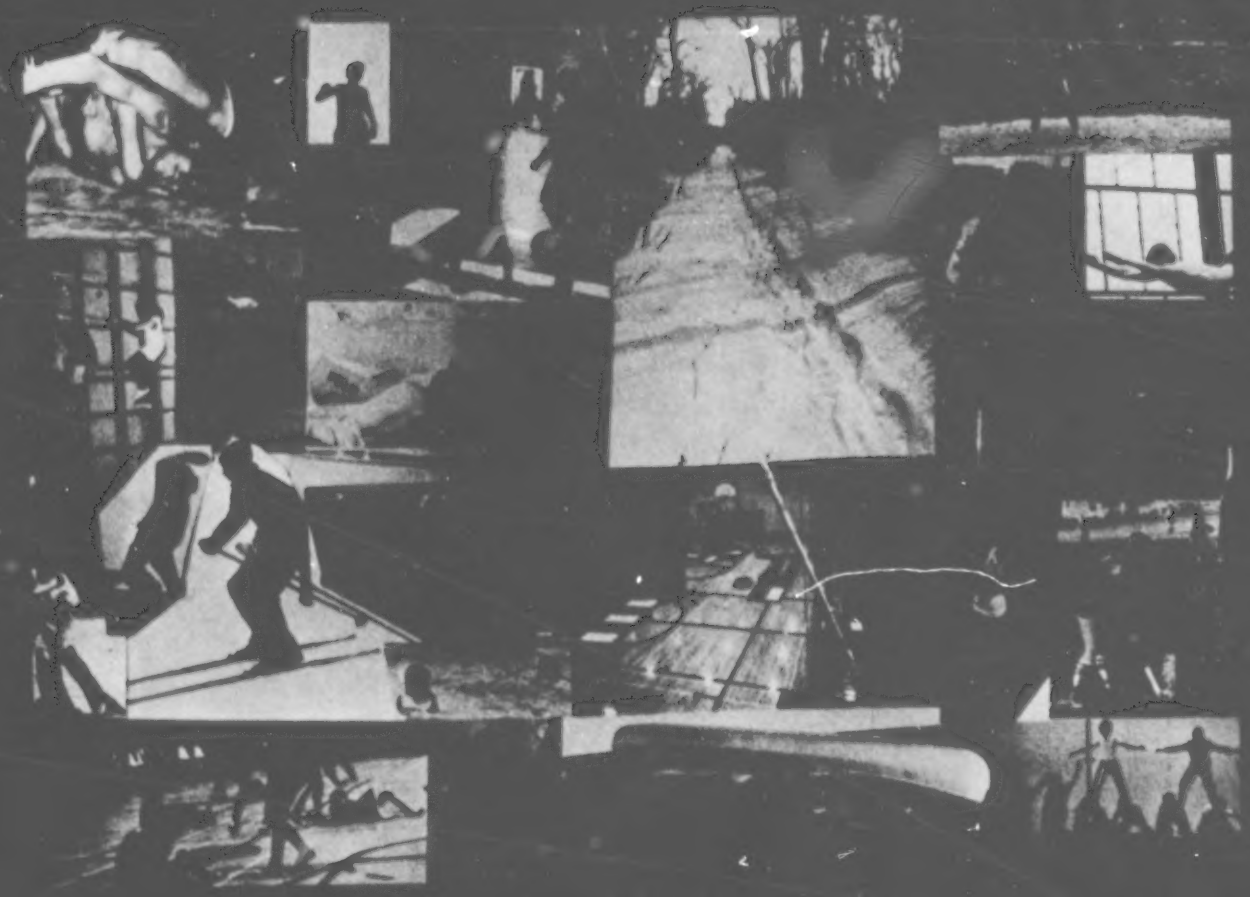
The following chart has been prepared to help teachers determine the appropriate grade levels for introducing activities. It should be noted that where specific activities are identified, they are regarded as an optional means to achieving the objectives identified in the guide.

ACTIVITY	K	1	2	3	4	5	6	7	8	9	SH
1.0 Motor Skills											
1.1 Development of basic motor skills	→	→	→	→							
1.2 Use in activities					→	→	→	→	→	→	→
1.3 Adapting for specific activities					→	→	→	→	→	→	→
1.4 Refining activity skills					→	→	→	→	→	→	→
2.0 Physical Fitness											
2.1 Development and maintenance	→	→	→	→	→	→	→	→	→	→	→
2.2 Self-testing				→	→	→	→	→	→	→	→
2.3 Fitness testing					→	→	→	→	→	→	→
2.4 Specific training methods						→	→	→	→	→	→
2.5 Theory											
2.5.1 Components of fitness					→	→	→	→	→	→	→
2.5.2 Nutrition					→	→	→	→	→	→	→
2.5.3 Posture - incidental	→	→	→	→	→	→	→	→	→	→	→
- specific						→	→	→	→	→	→
2.5.4 Principles of exercise						→	→	→	→	→	→
2.5.5 Physiology of exercise								→	→	→	→
2.6 Remedial and corrective programs	→	→	→	→	→	→	→	→	→	→	→
3.0 Aquatics											
3.1 Basic strokes	→	→	→	→	→	→	→	→	→	→	→
3.2 Dives					→	→	→	→	→	→	→
3.3 Lifesaving (survival and safety)											→
3.4 Speed swimming								→	→	→	→
3.5 Scuba diving										→	→
3.6 Synchronized swimming								→	→	→	→
3.7 Water awareness	→	→									
3.8 Water safety	→	→	→	→	→	→	→	→	→	→	→

ACTIVITY	K	1	2	3	4	5	6	7	8	9	SH
3.9 Water polo - lead ups						→	→	→	→	→	→
- game								→	→	→	→
4.0 Rhythm and Dance											
4.1 Creative											
4.1.1 Modern											→
4.1.2 Jazz								→	→	→	→
4.1.3 Modern rhythmic gymnastics								→	→	→	→
4.1.4 Synchronized swimming								→	→	→	→
4.2 Folk and square										→	→
4.3 Social and popular										→	→
5.0 Gymnastics											
5.1 Educational										→	
5.2 Modern rhythmic										→	→
5.3 Olympic										→	→
6.0 Low-Organized Games										→	→
7.0 Large-Group Offense/Defense											
7.1 Basketball - lead-ups						→	→	→	→		
- game								→	→	→	→
7.2 Broom ball						→	→	→	→	→	→
7.3 Field hockey - lead-ups								→	→		
- game									→	→	→
7.4 Floor hockey - lead-ups					→	→					
- game					→	→	→				
7.5 Flag/touch football - lead-ups						→	→	→	→		
- game							→	→	→	→	→
7.6 Lacrosse								→	→	→	→
7.7 Ringette								→	→	→	→
7.8 Rugby								→	→	→	→
7.9 Speedball and speed-away						→	→				
7.10 Soccer - lead-ups					→	→	→	→			
- game						→	→	→	→	→	→

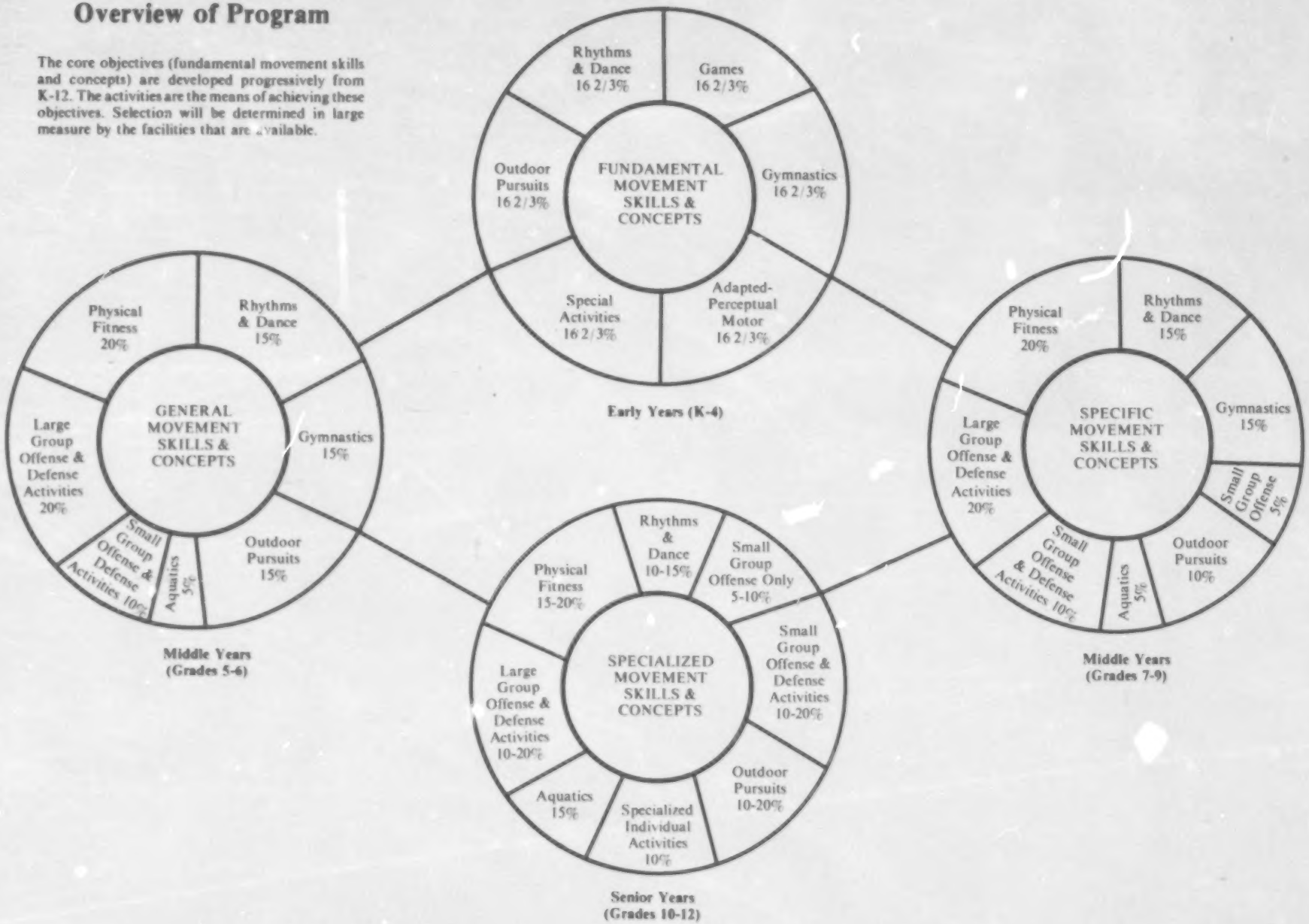
ACTIVITY	K	1	2	3	4	5	6	7	8	9	SH
7.11 Softball - lead-ups					→	→	→	→	→		
- game						→	→	→	→	→	
7.12 Team Handball - lead-ups						→	→	→			
- game								→	→	→	→
7.13 Volleyball - lead-ups					→	→	→	→			
- game								→	→	→	→
8.0 Small-Group Offense/Defense											
8.1 Badminton - lead-ups							→	→	→		
- game								→	→	→	→
8.2 Combatives			→	→	→	→	→				
8.3 Cross-country run					→	→	→	→	→	→	→
8.4 Handball											→
8.5 Judo											→
8.6 Karate											→
8.7 Pursuit relay					→	→	→	→	→	→	→
8.8 Racquet ball											→
8.9 Squash											→
8.10 Shuttle relay						→	→	→	→	→	
8.11 Table tennis						→	→	→	→	→	→
8.12 Wrestling						→	→	→	→	→	→
8.13 Tennis - lead-ups					→	→	→	→	→		
- game										→	→
9.0 Small-Group Offense Only											
9.1 Archery											→
9.2 5-pin bowling										→	→
9.3 10-pin bowling										→	→
9.4 Golf										→	→
9.5 Smallbore shooting											→
9.6 Trap shooting											→
10.0 Outdoor Pursuits											
10.1 Backpacking								→	→	→	→

ACTIVITY	K	1	2	3	4	5	6	7	8	9	SH
10.2 Camping											
10.3 Climbing											
10.4 Cross-country skiing											
10.5 Curling - jam-pail											
- game											
10.6 Cycling											
10.7 Inuit games											
10.8 Hiking											
10.9 Horseback riding											
10.10 Ice skating											
10.11 Orienteering											
10.12 Roller skating											
10.13 Snowshoeing											
10.14 Survival skills and techniques											
10.14.1 Cardiopulmonary resuscitation											
10.14.2 First aid											
10.14.3 Small craft safety											
10.14.4 Shelter building											
10.15 Tobogganing											
10.16 Track and field											
10.16.1 Discus											
10.16.2 High jump											
10.16.3 Hurdles											
10.16.4 Long jump											
10.16.5 Long-distance runs											
10.16.6 Middle-distance runs											
10.16.7 Sprints											
10.16.9 Triple jump											
10.16.10 Pole vault											
10.16.11 Water skiing											



Overview of Program

The core objectives (fundamental movement skills and concepts) are developed progressively from K-12. The activities are the means of achieving these objectives. Selection will be determined in large measure by the facilities that are available.


FUNDAMENTAL MOVEMENT SKILLS & CONCEPTS
Rhythms & Dance 16 2/3%
Games 16 2/3%
Gymnastics 16 2/3%
Adapted-Perceptual Motor 16 2/3%
Special Activities 16 2/3%
Outdoor Pursuits 16 2/3%
Early Years (K-4)
GENERAL MOVEMENT SKILLS & CONCEPTS
Physical Fitness 20%
Rhythms & Dance 15%
Gymnastics 15%
Outdoor Pursuits 15%
Aquatics 5%
Small Group Offense & Defense Activities 10%
Large Group Offense & Defense Activities 20%
Middle Years (Grades 5-6)
SPECIFIC MOVEMENT SKILLS & CONCEPTS
Physical Fitness 20%
Rhythms & Dance 15%
Gymnastics 15%
Small Group Offense 5%
Outdoor Pursuits 10%
Aquatics 5%
Small Group Offense & Defense Activities 10%
Large Group Offense & Defense Activities 20%
Middle Years (Grades 7-9)
SPECIALIZED MOVEMENT SKILLS & CONCEPTS
Rhythms & Dance 10-15%
Small Group Offense Only 5-10%
Small Group Offense & Defense Activities 10-20%
Outdoor Pursuits 10-20%
Specialized Individual Activities 10%
Aquatics 15%
Large Group Offense & Defense Activities 10-20%
Physical Fitness 15-20%
Senior Years (Grades 10-12)

GENERAL CONSIDERATIONS

Preamble

This section is designed to provide guidelines for developing suitable programs of physical education in the early, middle, and senior years. General considerations that relate to the entire physical education program are dealt with first. Then come three programming subsections, one devoted to each of the three areas - the early years (K-4), middle years (5-9), and senior years (10-12). First in these subsections, which contain specific programming information, are charts presenting the growth and development characteristics of students in the respective groups. They are offered on the assumption that understanding the needs of students is the key to developing sound programs. Immediately following is information on time allotments; lesson planning; activity categories, guidelines for selecting activities, recommended percentages of time per activity group; class organization; and evaluation.

Using this information as a base, teachers should find the task of choosing from the wide variety of activities presented in the second half of the guide considerably easier. This listing of both activities and teaching suggestions, which reflects a developmental approach, is organized on the basis of the six goal statements. It is not exhaustive, nor was it meant to be. Excellent technical and professional resources are available to teachers who are encouraged to make use of them to develop their own activities.

It is recognized that the teaching and learning environment, timetabling patterns, and teacher loads will differ from one school system to another. Since program content and instruction relate directly to these and other factors, careful consideration should be given to the selection of activities and procedures deemed most appropriate for meeting program objectives. When selections are made, teachers should keep in mind the six learning goals and the recommended percentages per activity grouping.

The effectiveness of the physical education curriculum will be dependent upon the cooperative efforts of the school administration and the physical education teachers. The end result should be a coordinated, articulated, physical education program through all grades among all schools in the system.

Administrative Implications

It should be ensured that all students receive the benefits of a broad and purposeful program in physical education, a program that both complements and reflects the general philosophy of the educational sphere in which it operates.

To a very large extent, the quality of any program in this area will depend upon the emphasis which the administration is perceived to place on the value of the program. For this reason, the administration should develop an understanding of the scope, content, and purposes of the curriculum in order to establish local program priorities -- including the concept of daily physical education -- in the following areas:

- instructional
- intramural-recreational
- interscholastic

The formulation of policies regarding adequate supervision, health and safety, the provision for the organization and administration of intramural programs, and the identification of suitable leadership for extracurricular activities will ensure a strong aura of support for the physical education program within the school.

Extracurricular Activities

There are three aspects of a school physical education program: 1) instructional, 2) intramural, and 3) interschool. The first responsibility of the physical education teacher is to provide a sound program of instruction. However, since students will be confronted with lifestyle decisions regarding the use of leisure time in the future, part of the instructor's and the school's educational responsibility is also to prepare them for those decisions.

The school can provide varied opportunities through the intramural and interschool programs for students to develop both the skills and the attitudes necessary for ongoing participation in physical activity. Intramural and interschool programs can also complement the regular program by providing students with the opportunity to practise and use the skills and concepts they have learned. These programs are generally conducted in out-of-class time, and their organization and support involves all staff members.

Intramural Programs

Intramural programs, which would include sports days, tabloid meets, and gym displays, should provide for:

- Maximum participation
- Wide range of activities
- Individual differences in skill levels
- Opportunities for student involvement in planning, organizing, and administering
- Development of student leadership
- Positive social experiences
- Suitable competition

Interschool Programs

A sound interschool athletic program, limited to middle and senior year students, can be developed and maintained only when desirable objectives and values are kept in focus at every level of competition. The program is justified only on the basis of its contribution to the education of all participants and the benefits derived by them and their school. To achieve this, the program must be conducted under guidelines that provide for equitable competition, fair play, sportsmanship, and the health and safety of the participants. A resource package containing such guidelines will be made available by the Department of Education.

Adapting the Physical Education Program

Programming for the Atypical Child

It is important that special consideration be given to atypical children. For purposes of the curriculum, the term "atypical" is used to describe children with various kinds of impairment which may interfere with normal involvement in physical activity. Such conditions alter their ability to perform everyday work and play functions. These problems can include mental retardation and physical handicaps. Included may be spina bifida, muscular dystrophy, muscular atrophy, multiple sclerosis, paraplegia, quadraplegia, poliomyelitis, osteomyelitis, cerebral palsy, respiratory problems, and amputations, as well as posture and weight problems, poor motor ability, low fitness levels, emotional disturbance, hyperactivity, and learning disabilities.

The atypical student shares many of the characteristics of the "normal" student, has similar needs and, therefore, will derive similar benefits. Wherever possible, atypical students should be part of the regular program.

Some factors that might be considered when programming for the atypical are listed below.

1. The atypical student should be provided with challenging and meaningful opportunities for physical education.

2. Adapting activities for or mainstreaming atypical students may be a matter of degree. Some handicapped students may not easily integrate in all situations, as this depends on the nature of the activity and the atypical student.

3. Adapted programs should include activities of a corrective or remedial nature, designed to improve some conditions through exercise.

4. Special areas in the school should be set aside for a remedial program if one is necessary.

5. Teachers should become familiar with agencies that exist locally and in other areas to avoid duplication and promote cooperative efforts.

Programming for Perceptual-Motor Problems

Perceptual-motor programs, which have become increasingly important at the early years level, attempt to identify and then remedy such problems as with balance, coordination, body image, space awareness, and rhythm that interfere with the development of the basic motor skills. The criteria for perceptual-motor programming are listed below.

1. The teacher should have knowledge of the growth and motor patterns of children in order to observe their movements and assess their problems.

2. A perceptual-motor program should be considered for any student who has a motor performance problem, as determined by a perceptual-motor screening device.

3. The success of the program largely depends upon the communication among a three-person team: classroom teacher, physical education teacher, and the resource teacher.

4. A special time should be scheduled for a perceptual-motor program, within or outside the regular class time.

5. Program content should be progressive and developmental in nature to meet the child's needs.

6. An asset to the program will be the purchasing of perceptual-motor equipment, as recommended in Appendix A; however, home-made and innovative equipment will be sufficient. It is not necessary to run the program in a gym. An empty classroom or hallway can be used just as easily.

7. The child who requires perceptual-motor training should not be removed from the regular program but should be accomodated through the adaptation of activities. The perceptual-motor program is complementary, specially designed to prepare the child to participate with confidence in the regular program.

Coeducational Physical Education

Emphasis should be placed on coeducational instruction, as it assists in the social development of students at the various stages of their lives. Where activities do not lend themselves to coeducational structure per se, alternative strategies could be employed.

Cooperative planning on the part of students, teachers, and the school administration will be necessary to ensure a workable and effective coeducational program. The social values alone serve to justify coeducational instruction and operate to complement the physical benefits.

Class Management

Attire

Physical education includes activities that are vigorous in nature. Clothing should be appropriate to the activity. Reasons for appropriate dress include:

- Appearance
- Freedom of movement
- Personal hygiene
- Safety
- Saves wear and tear on more expensive street clothes
- Allows for better observation of students' posture and movements

Gym wear may include shorts or sweat pants, T-shirts or sweat tops, and suitable footwear (non-marking soles for gymnasium wear) and socks. Children should be encouraged to have the appropriate attire in the lower grades as well.

In addition, clothing should be:

- Washed at least weekly
- Absorbent
- Attractive to the students
- Clearly marked with the student's name and worn only by the owner

Showering

Showering for middle and senior years students should be encouraged where facilities permit. To encourage showering, positive attitudes should be developed and adequate time for showering provided.

Medical Examinations

Medical examinations are an important safeguard to both teacher and student in the physical education program. Students should be encouraged to have periodic examinations. When there is a medical problem, consul tion with the student, parents, and doctor is advised.

Medical Excuses

Teachers should exercise good judgement in dealing with requests from students for temporary excuse from class. Excused students should change into physical education attire and take part in as much of the regular class activities as possible. If the class activity at the time is more than the student should undertake, he/she should be given an alternative activity.

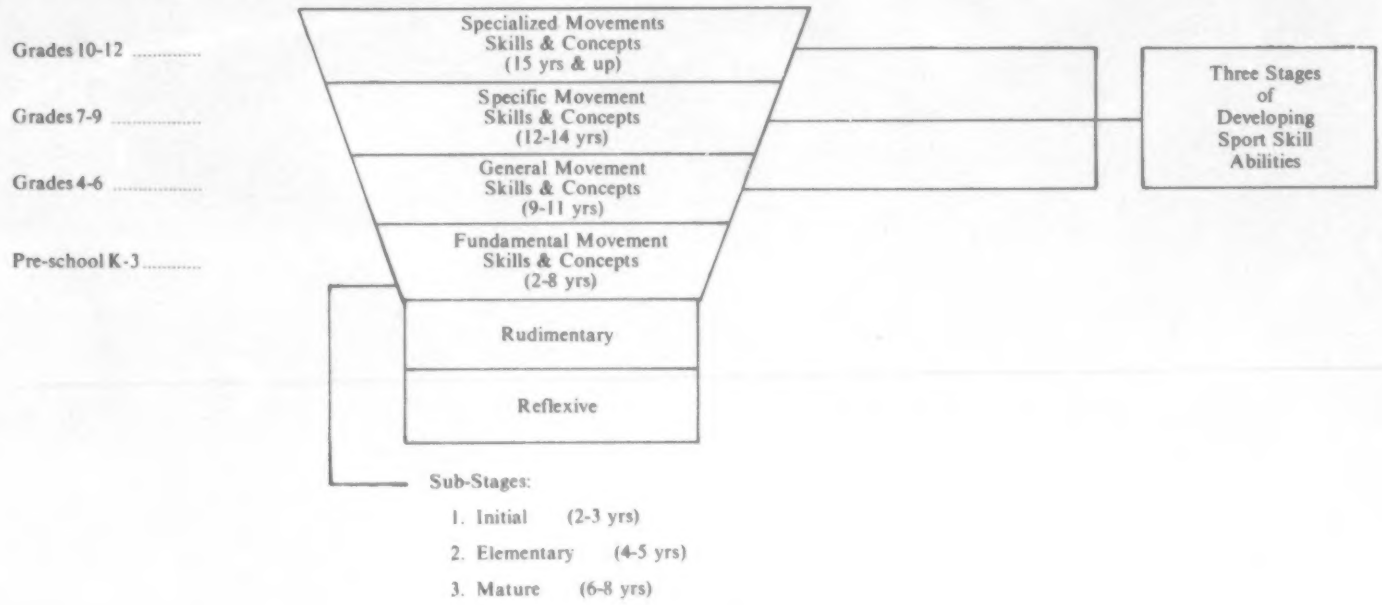
Teachers should do everything possible to motivate excused students to use their class time meaningfully and to help them achieve educational objectives.

THE CONCEPTUAL APPROACH TO PHYSICAL EDUCATION PROGRAMMING: A STRUCTURAL MODEL

Learning Goals

Develop physical well-being.	Develop desired movement patterns through the neuro-muscular system.	Express ideas, thoughts, and feelings with confidence through physical activity.	Develop an independence in pursuing physical activity throughout life.	Develop safety and survival practices.	Develop positive social interactions through a variety of physical activities.

Learning Stages


Grades 10-12
Grades 7-9
Grades 4-6
Pre-school K-3
Specialized Movements Skills & Concepts (15 yrs & up)
Specific Movement Skills & Concepts (12-14 yrs)
General Movement Skills & Concepts (9-11 yrs)
Fundamental Movement Skills & Concepts (2-8 yrs)
Rudimentary
Reflexive
Three Stages of Developing Sport Skill Abilities
Sub-Stages:
1. Initial (2-3 yrs)
2. Elementary (4-5 yrs)
3. Mature (6-8 yrs)

Adapted from David L. Gallahue, Peter H. Werner, and George C. Luedke, *Conceptual Approach to Moving and Learning* (New York: John Wiley and Sons, Inc., 1975), p. 6.

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EARLY YEARS (AGES 5-9)

PHYSICAL GROWTH AND DEVELOPMENT CHARACTERISTICS

CATEGORIES	CHARACTERISTICS	IMPLICATIONS
A. Structural	Structural growth rapid; growth rates of parts vary	Plan activities which allow for free body movement and practice of good posture habits.
	Children develop at different rates	Plan activities appropropriate to each child's readiness level.
B. Heart and Lungs	Heart and lungs small in proportion to body size	Provide a variety of endurance activities with frequent rests.
C. Coordination	Gross motor skills more developed than fine motor	Provide mainly large muscle activities. Have the children use small equipment to practise manipulative skills.
	Reaction time slow	Plan self-testing activities to help develop reaction time.
	Children far-sighted; quick or accurate focusing difficult	Avoid game activities involving quick decisions.
		Plan exercises such as throwing and catching, using suitable equipment appropriate in size and weight to develop the eyes.
D. Sex Differences	Abilities unaffected by differences	Plan the same activities for all.

EARLY YEARS (AGES 5-9)

PSYCHOLOGICAL GROWTH AND DEVELOPMENT CHARACTERISTICS

CATEGORIES	CHARACTERISTICS	IMPLICATIONS
A. Attention Span	Short attention spans; children easily confused, enjoy repetition	Plan activities of short duration, simple directions and repetition of activities with frequent changes. Avoid elimination type of activities.
B. Emotions	Little control over emotions	Use progressive activities appropriate to ability levels. Use mass participation-like activities.
C. Social	Children egocentric, not ready for true teamwork	Plan maximum participation activities.
	Enjoy approval of adults	Observe each child's movements and behaviour and give positive feedback.
	Gradually become more socially-minded	Use partner and small group activities to teach cooperation.
	Enjoy success	Plan activities that are progressive and appropriate to individual ability levels.
D. General	Children very creative, curious, imitative and like rhythm	Provide for many rhythmic and creative movement experiences.

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EARLY YEARS (K-4)

Time Allotment

The core objectives for K-12 Physical Education — as outlined in this document for Kindergarten, grades 1-9, and the senior high school years — constitute the basic expectations for the physical education program in Manitoba schools and should serve as the principal guide to school administrators and teachers in the determination of appropriate time allotments. Because instructional arrangements vary and students learn at different rates, time allotments are presented by the Department of Education as recommendations, and the responsibility for applying them rests at the local level. The only exception is in grades 10-12 where a minimum amount of time is specified for the earning of a credit. All schools/school divisions are expected to ensure that sufficient time is allocated to provide for the adequate development of the objectives of individual programs.

The recommended weekly time allotment for physical education/fitness programs K-4 is 150 minutes. Where possible, the time should be divided into daily lessons. Recess time should not be counted as part of the total unless formalized fitness activities take place.

Lesson Planning

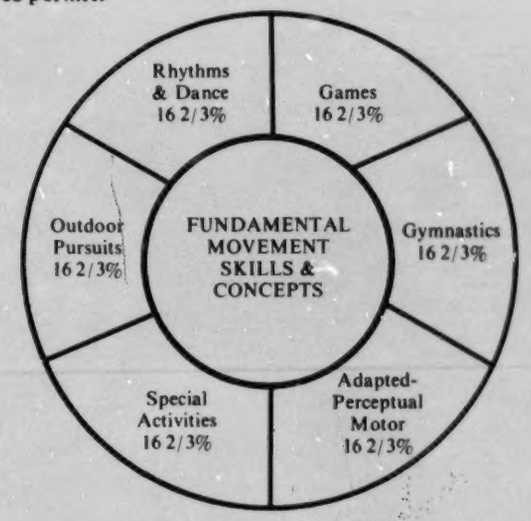
Yearly Plan

The goals and objectives can be met by a variety of activities. Specific suggestions for meeting them are included in the second half of the guide.

It is recommended that time be allotted to each activity area to ensure a well-balanced and varied program. A yearly plan is essential and should include the following activity areas:

1. Basic motor skills with and without equipment
2. Rhythm and dance
3. Games
4. Gymnastics
5. Outdoor pursuits
6. Special activities, depending on facilities and time available: ice skating, swimming
7. Adapted activities, including perceptual-motor

An equal percentage of time for each activity area is recommended where facilities permit.


Rhythms & Dance 16 2/3%
Games 16 2/3%
Gymnastics 16 2/3%
Adapted-Perceptual Motor 16 2/3%
Special Activities 16 2/3%
Outdoor Pursuits 16 2/3%
FUNDAMENTAL MOVEMENT SKILLS & CONCEPTS

Early Years (K-4)

Importance of the Lesson Plan

The lesson plan is important for both the child and the teacher. For the teacher, it provides a framework and pattern within which to organize the work. For the child, it provides assurance that the work has been thoughtfully structured with his needs in mind.

A plan implies progression and sequence from one skill level to another. It is especially important in physical education because of the various developmental levels of the children and the need to provide experiences which will enable each child to experience success.

A plan is also essential in physical education because of the frequent change of activity within one lesson, which results in the frequent change of class organization. Pre-planning will eliminate the waste of valuable teaching time.

Function of the Lesson Plan

The function of a lesson plan is to record what has been tried and achieved and with what degree of success. It is an ongoing commentary on the activities of the class. The plan is the teacher's blueprint to

which he/she can refer in order to maintain the continuum and momentum of learning. It seems logical that in planning a particular lesson with a particular objective or set of objectives in mind, the teacher would provide space for his/her own personal evaluation of the result. These annotations give the teacher valuable information and direction as to what and how things should be done in the succeeding lessons.

See Appendix D for a sample lesson plan.

Parts of the Lesson

Identified below are the parts of the lesson, their characteristics, and the time per 30-minute period to be allotted to each one.

Parts of the Lesson	Characteristics	Time
Introductory Activity	- immediate - vigorous - minimal organization	2 minutes
Whole Body Movement	- activities specific to development of strength, endurance, flexibility, and agility of the legs, trunk and arms.	6 minutes
Skill Instruction and Practice	- related to previous lessons - repetition through a variety of activities - maximum participation - progressions to meet the children's needs - provision for fun and successes	20 minutes
Closing Activity	- a simple, relaxing "wrap-up" to the lesson	2 minutes

Class Organization

Formations

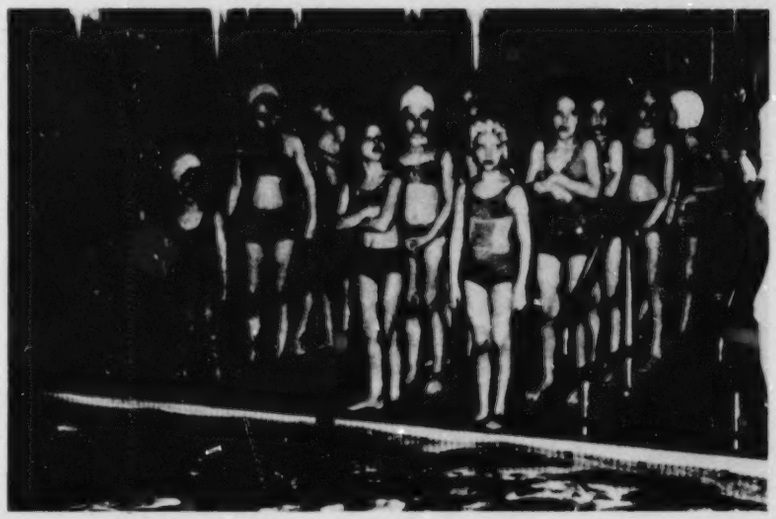
Formations must be taught and practised in the early months of the year to facilitate good class organization and safety.

1. Free and Scattered Formations. The children should practise

   - moving without collision
   - stopping and starting

2. Organized Formations:

   - single circle
   - double circle
   - line formation



Group Work

Primary teachers have a responsibility to utilize appropriate principles of grouping to ensure that children practise positive attitudes in group work.

1. Progress from small to large groups (e.g., dual activities, three's).

2. Allow for maximum participation by making the greatest use of equipment.

Refer to section on group systems in Teaching Methods and Techniques.

Evaluation

Student Evaluation

To facilitate learning and a meaningful evaluation, students should be told:

1. What is to be taught:

   a. Over a period of time,

   b. In each period;

2. What the teacher expects;

3. How they have met those expectations.

In selecting the means of evaluation, teachers must keep in mind:

1. The teaching/child participation time allotments to determine the most feasible and beneficial methods of evaluation;

2. An assessment method that motivates rather than reinforces self-doubts that the children may be experiencing;

3. A form that is translatable to parents.

The assessment of the level of performance and understanding can be achieved by:

1. Standardized tests; e.g., ManFit, Canada Fitness Awards Test;

2. Ongoing teacher observation of students as they are learning and experiencing activities. Subsequent lessons should be planned with these observations in mind.

3. Developmental screening tests, as contained in perceptual-motor programming.

Reporting

Parents want to know and are entitled to know how their children are progressing and what level of achievement they have attained. The format selected for reporting should be meaningful to them. It is desirable to identify the objectives of the physical education program for that reporting period and to show how well their children are doing in realizing those objectives. Such can be done by checklists, anecdotal reporting, etc. In addition to this, the computerized Canada Fitness Awards Test and ManFit provide a good interpretation of the fitness results of each child.

Program Evaluation

For a program to be successful, it should:

1. Be fun for the children and the teacher;

2. Meet the goals and the objectives as identified;

3. Meet the needs and interests of the students.

MIDDLE YEARS (AGES 10-14)

PHYSICAL GROWTH AND DEVELOPMENT CHARACTERISTICS

CATEGORIES	CHARACTERISTICS	IMPLICATIONS
A. Structural	Sudden spurts in growth in later middle years; growth occurs earlier in females than males	Plan vigorous large muscle activities and make activities more strenuous.
	Large discrepancies in growth rates between males and females	Plan activities that are suitable to wide ranging levels of maturity and variations in physical size and ability. Give guidance and knowledge to develop a better understanding of these physical changes.
	Considerable strain caused by rapid growth	Avoid heavy body contact games and intense long distance running. Encourage students to practise good posture habits.
	Awkwardness caused by different growth rates	Provide successful experiences using progressions appropriate to ability level. Provide daily challenges in balance and coordination activities.
B. Heart and Lungs	Greater endurance due to increased heart and lung size	Provide for more vigorous activities. Increase distance and time of participation.
C. Coordination	Fine motor abilities improved	Provide more challenging activities using fine motor skills. Place less emphasis on large muscle activities.
	Coordination improving	Provide more challenging eye-hand activities with much repetition.
	Reaction time and eye-hand coordination rapidly improving at 13-14 years	Emphasize reaction time and eye-hand coordination activities.
D. Sex Differences	Increase in male strength, decrease in flexibility with change in muscle mass; plateau reached for female strength in later middle years	Keep the same programming for males and females despite differences in their performance levels.

MIDDLE YEARS (AGES 10-14)

PSYCHOLOGICAL GROWTH AND DEVELOPMENT CHARACTERISTICS

CATEGORIES	CHARACTERISTICS	IMPLICATIONS
A. Attention Span	Increased attention span	Increase the length of the class. Make games, dance patterns, gymnastic sequences, and tasks more complex.
B. Emotions	Need for security and acceptance	Use activities to help develop a positive self-concept and peer acceptance.
	Fluctuation of behaviour and attitudes in later middle years	Be consistent in class control and understand each individual's needs to guide behaviour.
	Behaviour varied - boisterous, aggressive rebellious, restless, skeptical, critical	Plan vigorous activities to channel energy. Provide opportunities for leadership to learn aspects of authority.
	Need to feel worth in self	Plan for self-testing activities and low-level competition. Offer choices and minimize fear of failure, punishment, criticism, and sarcasm.
		Make each student feel needed and important.
C. Social	Peer relationships and opinions important	Allow for demonstrations and class discussion for evaluation.
	Team competition more enjoyable	Provide for challenging activities and low-level competition.
	Physical skill important socially	Provide a good instructional program with an intramural and interschool program to complement it.
	Feeling of belonging to a group strong	Plan many group activities and use individual demonstrations with discretion.
	Social behaviour poor	Teach socially acceptable behaviour.
	Independence beginning to develop	Increase students' responsibilities in programming.
	Physical attractiveness important	Include activities to develop body awareness, self-confidence, and poise.

MIDDLE YEARS (5-9)

Time Allotment

The core objectives for K-12 Physical Education — as outlined in this document for Kindergarten, grades 1-9, and the senior high school years - constitute the basic expectations for the physical education program in Manitoba schools and should serve as the principal guide to school administrators and teachers in the determination of appropriate time allotments. Because instructional arrangements vary and students learn at different rates, time allotments are presented by the Department of Education as recommendations, and the responsibility for applying them rests at the local level. The only exception is in grades 10-12 where a minimum amount of time is specified for the earning of a credit. All schools/school divisions are expected to ensure that sufficient time is allocated to provide for the adequate development of the objectives of individual programs.

The recommended weekly time allotment for physical education/fitness programs 5-9 is 150 minutes. Where possible, the time should be divided into daily lessons. Recess time should not be counted as part of the total unless formalized fitness activities take place.

Lesson Planning

Yearly Plan

When planning a yearly program, the teacher should consider the following:

1. Continuity

   The teacher should plan the program so that activities from the various groupings run concurrently rather than being segregated into blocks. Following are the suggested percentages of time alloted for each activity group.

GRADES 5 AND 6

Group A	Physical Fitness	20%
Group B	Large Group Offense and Defense Activities	20%
Group C	Small Group Offense and Defense Activities	10%
Group D	Rhythm and Dance	15%
Group E	Gymnastics	15%
Group F	Outdoor Pursuits	15%
Group G	Aquatics	5%

GRADES 7-9

Group A	Physical Fitness	20%
Group B	Large Group Offense and Defense Activities	20%
Group C	Small Group Offense and Defense Activities	10%
Group D	Small Group Offense Only Activities	5%
Group E	Rhythm and Dance	15%
Group F	Gymnastics	15%
Group G	Outdoor Pursuits	10%
Group H	Aquatics	5%

2. Equipment availability
3. Community-school resources
4. Maximum use of facilities
5. Environmental factors
6. Integration with other subject areas
7. Time allotment of total program
8. Lesson timetabling
9. Developmental characteristics related to social, emotional, and physical maturation
10. Student leadership

Importance of the Lesson Plan

Planning is always important, no matter how informal and creative the lesson may be. Apart from the material selected, many factors should be considered. These include:

1. The needs of the class and the individuals
2. The physical ability of the students
3. The ability of the students to understand what is going on
4. The previous experience of the students
5. The concepts to be developed

6. The length and frequency of lessons

7. The equipment available

8. The facilities available

Purpose of the Lesson Plan

Each lesson should:

1. Involve and motivate the students from the moment they enter the gymnasium to the time they leave;

2. Act as a reference point for teachers;

3. Provide a logical sequence of experiences;

4. Provide a framework within which enjoyable, challenging activities can take place.

Structure of the Lesson Plan

The lesson plan should be divided into four main parts, each contributing to the achievement of the lesson's objectives. The major divisions and their functions are discussed below.

1. Introductory Activity

a. Unstructured Activity

Unstructured activity is provided by a planned environment equipped with large or small apparatus that will motivate students to engage in purposeful and vigorous activity related to recently taught skills.

b. Structured Activity

This part of the lesson is intended to "warm up" the class, through whole body movement, in preparation for the particular skills to be accented in the lesson.

In order to develop timing and a sense of rhythm, have children perform movement to music or some other form of stimulus. Movement in this form is enjoyable and assists in providing a base from which interpretive forms of motion can evolve.

There should be variety and challenge in what is done, and repetitive "drilled" exercises should be avoided. Exercises in game form will provide the same amount of body movement, as well as being more interesting for the students.

2. Skill or Concept Development

Progressions should be used in this part of the lesson as well as a variety of teaching methods.

3. Application of Skill or Concept

This part of the lesson allows students to work on their own or in a group so that they can practise the skill or concept developed. The teacher can deal with individual problems without stopping the whole class. Reciprocal teaching strategies could be employed.

4. Closing Activity

This concluding portion of the lesson should consolidate all that has been taught in the lesson, set the direction for the next lesson, and provide students with an opportunity to cool down, both physically and emotionally.

Suggested Breakdown of Time For Each Section

Introductory Activity	20%
Skill/Concept Development) Application of Skill/Concept)	70%
Closing Activity	10%

See the lesson plan format, Appendix D.

Activity Selection Guidelines

When planning a physical education program, teachers should select activities appropriate to student interests and needs. These needs and interests change as the student matures.

The activities listed below are grouped on the basis of common characteristics. For a well-balanced program, activities should be

selected from each group. The amount of time recommended for each grouping is presented to aid teachers in planning their schedules.

It is recognized that the geographical location of the school, available resources, and individual differences of students will determine the most feasible and desirable programs. It is also realized that the experience and training of teachers will be factors in the nature of the program to be offered. Teachers are encouraged to take advantage of appropriate in-services for professional growth.

ACTIVITY SELECTION GUIDELINES FOR GRADES 5 AND 6

GROUP A
PHYSICAL FITNESS

20% of the Physical Education Time Allotment

The following specifically addresses physical fitness testing, knowledge, and training, as well as the benefits derived from active involvement in other physical activity areas.

A.1 Testing

- Manitoba Physical Fitness Test
- CAHPER performance II Fitness Test
- Canada Fitness Award Program

A.2 Theory

- Pulse rate
- Components of fitness
- Nutrition
- Posture

A.3 Training

- Mass participation
- Aerobics
- Circuit training
- Remedial exercises
- Aqua fitness
- Intermittent (e.g., interval training, parlauf)

GROUP B
LARGE GROUP OFFENSE AND DEFENSE ACTIVITIES

20% of the Physical Education Time Allotment

The following activities are characterized by offensive and defensive strategies involving a substantial number of people.

B.1 Gymnasium

- Floor hockey
- Team handball lead-ups and team handball
- Basketball lead-ups
- Volleyball lead-ups

B.2 Rink

- Broom ball

B.3 Field

- Soccer lead-ups and soccer
- Softball lead-ups and softball
- Flag football
- Speedball
- Borden ball

GROUP C
SMALL GROUP OFFENSE AND DEFENSE ACTIVITIES

10% of the Physical Education Time Allotment

The following activities are characterized by offensive and defensive strategies involving a limited number of people.

C.1 Net/Extension of the Arm

- Table tennis
- Badminton lead-up games

C.2 Combatives

C.3 Jam-Pail Curling

C.4 Running

- Cross Country
- Relays: Shuttle
  Pursuit

GROUP D
RHYTHM AND DANCE

15% of the Physical Education Time Allotment

The following activities are characterized by a response to rhythmical stimulus.

D.1 Creative Dance

D.2 Folk and Square Dance

D.3 Social and Novelty Dance

GROUP E
GYMNASTICS

15% of the Physical Education Time Allotment

The following activities are characterized by the combination of movement and specialized equipment. These tend to be individual activities leading up to sequence routines, although group interaction may be structured.

E.1 Educational Gymnastics

Large Equipment:

- Climbing frame
- Vaulting box
- Balance bench
- Cargo net

Small Equipment:

- Balls
- Bean bags
- Ropes
- Hoops
- Wands
- Ribbons

E.2 Traditional Gymnastics

- Tumbling
- Vaulting
- Balance beam (bench)
- Trampoline
- Rings
- Ropes

E.3 Rhythmical Gymnastics

- Ropes
- Balls
- Hoops
- Scarves
- Clubs
- Tambourines

GROUP F
OUTDOOR PURSUITS

15% of the Physical Education Time Allotment

The following activities have excellent carry-over value and are conducted in the out-of-doors.

F.1 Community Resources

- Ice skating
- Orienteering
- lead-ups
- Snowshoeing

F.2 Winter Games/Play-ground

- Inuit games
- Tobaggon races
- Low-organized games

F.3 Specific Sites

- Camping Experience:
  - Residential
  - Field trip
  - Quinzec building

F.4 Track and Field

- High jump
- Standing broad jump
- Long jump
- Sprints
- Hurdles

GROUP G
AQUATICS

5% of the Physical Education Time Allotment

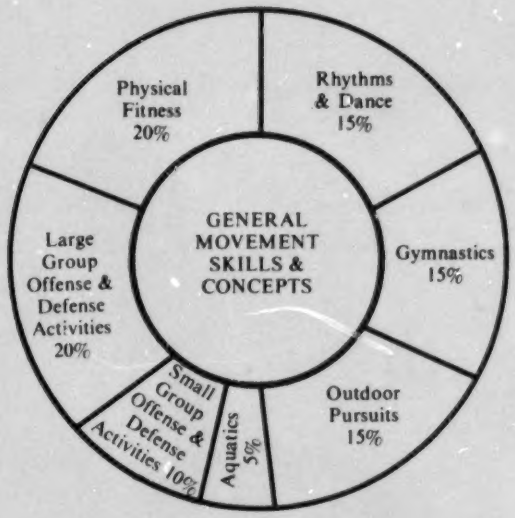
The following activities are performed in water.

G.1 Swimming

- Basic strokes
- Water safety

G.2 Specialized Activities

- Diving
- Water polo


Physical Fitness 20%
Rhythms & Dance 15%
GENERAL MOVEMENT SKILLS & CONCEPTS
Gymnastics 15%
Large Group Offense & Defense Activities 20%
Small Group Offense & Defense Activities 10%
Aquatics 5%
Outdoor Pursuits 15%

Middle Years
(Grades 5-6)

Suggested percentages of time where facilities permit.

ACTIVITY SELECTION GUIDELINES FOR GRADES 7-9

GROUP A
PHYSICAL FITNESS

20% of the Physical Education Time Allotment

The following specifically addresses physical fitness testing, knowledge, and training as well as the benefits derived from active involvement in other physical activity areas.

A.1 Testing

- Manitoba Physical Fitness Test
- CAHPER Performance II Fitness Test
- Canada Fitness Award Program

A.2 Theory

- Physiology of exercise
- Principles of exercise
- Nutrition
- Posture

A.3 Training Methods

- Intermittent (e.g., parlauf, interval running, fartlek)
- Aerobics
- Remedial exercises
- Aqua fitness
- Circuit training (e.g.,
- weight training exercises)

GROUP B
LARGE GROUP OFFENSE AND DEFENSE ACTIVITIES

20% of the Physical Education Time Allotment

The following activities are characterized by offensive and defensive strategies involving a substantial number of people.

B.1 Gymnasium

- Team handball
- Basketball
- Volleyball

B.2 Rink

- Broom ball
- Ringette
- Lacrosse

B.3 Field

- Soccer
- Field hockey
- Flag/touch football
- Softball
- Rugby
- Field lacrosse

B.4 Pool

- Inner tube water polo
- Water polo

GROUP C
SMALL GROUP OFFENSE AND DEFENSE ACTIVITIES

10% of the Physical Education Time Allotment

The following activities are characterized by offensive and defensive strategies involving a limited number of people.

C.1 Net/Extension of the Arm

- Badminton
- Table Tennis
- Tennis

C.2 Combatives

- Wrestling

C.3 Cross Country Relays

GROUP D
SMALL GROUP OFFENSE ONLY ACTIVITIES

5% of the Physical Education Time Allotment

The following activities are characterized as being highly individualistic with little or no interaction between people except of a social, competitive, or support nature. These activities are offensive and do not require the participant to adjust to defensive strategies. They have excellent carry-over value in the community.

D.1 Target/Team

- 5-pin bowling
- 10-pin bowling

D.2 Distance Throwing

- Discus
- Shot put

GROUP E
RHYTHM AND DANCE

15% of the Physical Education Time Allotment

The following activities are characterized by a response to rhythmical stimulus.

E.1 Creative Dance

E.2 Folk and Square Dance

E.3 Social and Novelty Dance

GROUP F
GYMNASTICS

15% of the Physical Education Time Allotment

The following activities are characterized by the combination of movement and specialized equipment, which traditionally are referred to as gymnastics. These tend to be individual activities although group interaction may be structured.

F.1 Educational Gymnastics

- Ropes
- Balls
- Hoops
- Scarves
- Clubs
- Tambourines
- Ribbons

F.2 Olympic Gymnastics

- Tumbling
- Floor exercise
- Vaulting
- Balance beam
- Trampoline
- Rings
- Parallel bars
- Uneven bars
- Ropes

F.3 Rhythmical Gymnastics

GROUP G
OUTDOOR PURSUITS

10% of the Physical Education Time Allotment

The following activities are characterized as being highly individualistic. What interaction there is between people is primarily social although a competitive element can be introduced to a number of the activities if desired. The activities have excellent carry-over value in a natural setting, and their requirement for constructed facilities is minimal.

G.1 Natural Setting

- Orienteering
- Hiking
- Backpacking
- Camping
- Climbing
- Fitness trails
- Cycling
- Shelter building

G.2 Small Craft

- Small craft safety

G.3 Winter

- Survival
- Cross-country skiing
- Snowshoeing
- Ice skating
- Jam-pail curling
- Curling

G.4 Running

- Sprints
- Middle distance
- Long distance
- Hurdles
- Cross - country

G.5 Jumping

- High jump
- Long jump
- Triple jump

GROUP H
AQUATICS

5% of the Physical Education Time Allotment

The following activities are performed in water.

H.1 Swimming

- Basic strokes
- Water safety

H.2 Specialized Areas

- Diving
- Synchronized
- Inner tube water polo
- Speed swimming
- Water polo

Physical Fitness 20%
Rhythms & Dance 15%
Gymnastics 15%
Small Group Offense 5%
Outdoor Pursuits 10%
Aquatics 5%
Small Group Offense & Defense Activities 10%
Large Group Offense & Defense Activities 20%
SPECIFIC MOVEMENT SKILLS & CONCEPTS

Middle Years
(Grades 7-9)

Suggested percentages of time where facilities permit

Class Organisation

1. Planning should be daily, weekly, and seasonal.

2. The class period should have a definite time schedule. Gymnasium-based classes should include time for dressing, attendance, warm-up activity, fitness, teaching, changing and showering.

3. Regular checking for safety in the physical education facility (inside and outside) should be a high priority.

4. The required equipment should be readily available for each class.

5. A policy should be established for care of student valuables. It is recommended that the teacher should not assume responsibility for valuables.

6. A system for taking attendance and for the dismissal of classes should be established.

7. Measurement and evaluation procedures should be established for both the students and the program.

8. Classes should be coeducational whenever possible.

9. Students could be used to assist in various responsibilities; e.g., attendance, officiating, setting up equipment, etc.

10. Student records should be kept regarding attendance reports, grades, accidents, medical disabilities, physical fitness, skill achievement, and locker assignments.

For further assistance in format, see Appendix D.

Evaluation

Evaluation should be a continuing process. Only through constant evaluation can a teacher determine if a student is progressing toward the goals of the program. Evaluation should be objective and its purpose well defined before the specific method of evaluating is chosen.

Areas of Evaluation

1. Program

2. Fitness levels

3. Skill achievement

4. Knowledge and understanding

Reporting

Parents are entitled to know how their children are progressing and the level of achievement they have attained. Therefore, the format selected for reporting should be meaningful to parents. It is desirable to identify the objectives of the physical education program for that reporting period and to show how well their children are doing in realizing those objectives. Reporting can be anecdotal, done by checklists, parent-teacher conference, or by grading.

Sample evaluation forms are available on request from the Department of Education.

SENIOR YEARS (AGES 15-18)		
PHYSICAL GROWTH AND DEVELOPMENT CHARACTERISTICS		
CATEGORIES	**CHARACTERISTICS**	**IMPLICATIONS**
A. Structural	Mature height and weight reached	Provide information to help students understand more about growth changes and motor development.
	Rapid growth in males, ages 14-16	Plan strength-building exercises and activities.
B. Heart and Lungs	Heart and lungs mature	Provide progression in endurance activities to reach individual maximum performance. Monitor signs of overexertion.
C. Coordination	Fine motor skills developed	Teach more highly skilled games and activities.
	Posture problems continue	Make students aware of the importance of good posture.
	Physical coordination at adult level; potential in reaction time nearly reached	Provide a balance program to include these activities.
D. Sex Differences	Physical growth almost complete; differences in anatomical structure evident	Plan activities that will allow for varying performance levels between female and males in running, throwing, and balance activities.

SENIOR YEARS (AGES 15-18)

PSYCHOLOGICAL GROWTH AND DEVELOPMENT CHARACTERISTICS

CATEGORIES	CHARACTERISTICS	IMPLICATIONS
A. Attention Span	Fully developed - adult level	
B. Emotions	Unstable emotions; restlessness	Keep students actively involved.
	Often critical, rebellious	Allow for student choice within a set framework of goals.
		Explain "why" of the program.
		Encourage leadership roles of students.
	Prone to emotional outbursts	Regard outbursts as natural, and deal with them individually.
	Need to feel self-worth	Provide a program whereby each student experiences success and becomes interested in a lifetime activity.
	Decreased interest in physical activity	Use motivational techniques to encourage participation.
C. Social	Peer relationships and opinions important	Allow for demonstrations and class discussion for evaluation.
	Competition more enjoyable	Provide for challenging activities and low-level competition.
	Physical skill less important socially	Encourage students to develop personal interests in lifelong sport activities.
	Strong feelings of belonging to a group	Plan frequent group activities and use individual demonstrations with discretion.
	Aware of positive social behaviour	Reinforce socially accepted behaviour and sportmanship.
	Independence begins to develop	Increase student responsibilities in programming.
	Physical attractiveness important	Include activities to develop body awareness, self-confidence, and poise.

SENIOR YEARS (AGES 15-18)

PSYCHOLOGICAL GROWTH AND DEVELOPMENT CHARACTERISTICS

CATEGORIES	CHARACTERISTICS	IMPLICATIONS
A. Structural	Mature height and weight reached Rapid growth in males, ages 14-16	Provide information to help students understand more about growth changes and motor development. Plan strength-building exercises and activities.
B. Heart and Lungs	Heart and lungs mature	Provide progression in endurance activities to reach individual maximum performance. Monitor signs of overexertion.
C. Coordination	Fine motor skills developed Posture problems continue Physical coordination at adult level; potential in reaction time nearly reached	Teach more highly skilled games and activities. Make students aware of the importance of good posture. Provide a balance program to include these activities.
D. Sex Differences	Physical growth almost complete; differences in anatomical structure evident	Plan activities that will allow for varying performance levels between female and males in running, throwing and balance activities.

SENIOR YEARS (10-12)

Factors Affecting Programming

When planning a physical education program for the senior high schools, teachers should take into consideration the following factors.

1. Time Allotment:

   The core objectives for K-12 Physical Education — as outlined in this document for Kindergarten, grades 1-9, and the senior high school years — constitute the basic expectations for the physical education program in Manitoba schools and should serve as the principal guide to school administrators and teachers in the determination of appropriate time allotments. Because instructional arrangements vary and students learn at different rates, time allotments are presented by the Department of Education as recommendations, and the responsibility for applying them rests at the local level. The only exception is in grades 10-12 where a minimum amount of time is specified for the earning of a credit. All schools/school divisions are expected to ensure that sufficient time is allocated to provide for the adequate development of the objectives of individual programs.

   The minimum Physical Education requirement for all students in grades 10-12 is one credit (minimum 110 hours of instruction). Effective not later than September, 1982, this credit is to be earned by students in two equal segments or half credits and the program offered so that all students receive some physical education instruction in each of their grades 10 and 11 years.

2. The length and frequency of classes should be discussed with the administration to ensure maximum time to achieve program objectives.

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3. Activity areas that each student has taken previously should be determined and individual skill levels assessed prior to activity instruction.

4. The physical education program should be scheduled over a number of semesters during students' high school years if they are to receive maximum benefits from the program.

5. Flexibility in timetabling will facilitate field trips; e.g., golf, cross-country skiing, orienteering.

6. Inservices, administrative days, band concerts, etc., should be identified before the day-to-day schedule is planned.

7. Community facilities such as curling rinks, bowling alleys, golf courses, and swimming pools should be identified and used as much as possible.

8. Activity groupings should be organized in such a way as to ensure variety within a given period, over a number of periods, or over an extended number of periods or cycles. This may be done by scheduling activities that run concurrently, simultaneously, or alternately. Consideration should also be given to:

   a. weather conditions

   b. pairing a community-based activity with a school-based activity

   c. pairing large group and small group activities (a "team" activity with an "individual" activity)

   d. the availability of equipment and resources

Factors Affecting Activity Selection

When planning a physical education program, teachers should select activities with student interests and needs in mind. These needs and interests change as the student matures. Thus, what students are expected to learn and the activities through which they learn must also change. On the whole, activities should:

- be vigorous in nature;

- be challenging with room for improvement;

- encompass the total faculties of an individual;

- be measurable in terms of outcome;

- be built on previously learned progressions;

- be socially acceptable;

- be considerate of costs and safety factors;

- have a variety of characteristics, including indoor and outdoor; community- and school-based; individual and group; contact and non-contact; competitive and cooperative.

The activities identified for inclusion at the senior high level are grouped on the basis of similar characteristics. The selection of activities from each group and, whenever possible, from each subgroup will ensure a well-balanced program. Approximate percentage time guidelines are provided relative to each major grouping. They should allow for flexibility in program planning to suit students' needs and activities.

Some of the activities listed contain a high risk factor and should only be attempted if the instructor has specialized qualifications in that activity.

It is realized that geography, resources, and individual differences of students will determine the most feasible and desirable programs. It is also realized that the experiences and training of teachers will also be a factor in the nature of the program to be offered.

ACTIVITY SELECTION GUIDELINES

GROUP A
PHYSICAL FITNESS EDUCATION

15% Min.-20% Max. of Physical Education Time Allotment

The following specifically address physical fitness testing, knowledge, and training as well as the benefits derived from active involvement in physical activities.

A.1 Testing

- Manitoba Physical Fitness Test

A.2 Theory

- Physiology of exercise
- Principles of exercise
- Nutrition
- Posture
- Stress management

A.3 Training

- Aerobics
- Circuit training
- Weight training
- Super sets
- Universal gym
- Remedial exercises
- Jogging
- Yoga exercises

GROUP B
LARGE GROUP OFFENSE AND DEFENSE ACTIVITIES

10% Min.-20% Max. of Physical Education Time Allotment

The following activities are characterized by offensive and defensive strategies involving a substantial number of people.

B.1 Gymnasium

- Team handball
- Ringette
- Basketball
- Volleyball

B.2 Rink

- Hockey
- Box lacrosse

B.3 Field

- Soccer
- Field hockey
- Flag/touch football
- Rugby
- Lacrosse

B.4 Swimming Pool

- Water polo

GROUP C
SMALL GROUP OFFENSE AND DEFENSE ACTIVITIES

10% Min.-20% Max. of Physical Education Time Allotment

The following activities are characterized by offensive and defensive strategies involving a limited number of people. Some have excellent carry-over value.

C.1 Net/Extension of Arm	C.2 Enclosed Court/Extension of Arm
- Badminton	- Racquet ball
- Tennis	- Squash
- Table tennis	- Handball

C.3 Target-Team	C.4 Combatives
- Curling	- Wrestling
- Lawn bowling	- Karate
	- Judo
	- Fencing

GROUP D
SMALL GROUP OFFENSE ONLY ACTIVITIES

5% Min.-10% Max. of Physical Education Time Allotment

The following activities are characterized as being highly individualistic, with little or no interaction between people other than of a social, competitive, or support nature. These activities do not require the participants to adjust to defensive strategies as they are strictly offensive. They have excellent carry-over value.

D.1 Target/Individual	D.2 Target/Team
- Archery	- 5-pin bowling
- Golf	- 10-pin bowling
- Smallbore shooting	
- Trap shooting	

GROUP E
RHYTHM AND DANCE

10% Min.-15% Max. of Physical Education Time Allotment

The following activities are characterized by a response to rhythmical stimulus.

E.1 Creative	E.2 Traditional
- Creative dance	- Folk dance
- Modern dance	- Square dance
- Modern rhythmic gymnastics	- Social dance
- Synchronized swimming	

GROUP F
OUTDOOR PURSUITS

10% Min.-20% Max. of Physical Education Time Allotment

The following activities are characterized by being conducted outdoors or beyond the confines of the school building. If desired, a competitive element can be introduced to a number of the activities. They have excellent carry-over value.

F.1 Natural Setting	F.2 Specialized Activities
- Orienteering	- Cycling
- Hiking	- Roller skating
- Back packing	- Water skiing
- Camping	- Horseback riding
- Survival skills and techniques	

F.3 Small Craft	F.4 Winter
- Safety	- Cross-country skiing
- Canoeing	- Snowshoeing
- Kayaking	- Ice skating
- Rowing	- Downhill skiing
- Sailing	

GROUP G
AQUATICS

15% Max. of Physical Education Time Allotment

The following activities are characterized by being learned in relationship to and performed in water. A minimum of 10% of the total time allotment is strongly recommended if facilities are available.

G.1 Swimming

- Strokes
- Survival and safety

G.2 Specialized Activities

- Diving
- Scuba diving
- Synchronized swimming
- Water polo

GROUP H
INDIVIDUAL ACTIVITIES WITH A HIGH SPECIALIZATION ELEMENT
10% Max. of Physical Education Time Allotment

H.1
- Olympic Gymnastics
- Track and field

Rhythms & Dance 10-15%
Small Group Offense Only 5-10%
Small Group Offense & Defense Activities 10-20%
Outdoor Pursuits 10-20%
Specialized Individual Activities 10%
Aquatics 15%
Large Group Offense & Defense Activities 10-20%
Physical Fitness 15-20%
SPECIALIZED MOVEMENT SKILLS & CONCEPTS

Senior Years
(Grades 10-12)

Credit Option Guidelines

Physical education is an integral part of the total school curriculum and shares with other subject areas the objective of developing the entire student. The physical education option offers students opportunities to pursue their interests and refine their skills.

Physical education teachers and administrators should understand the need to develop and implement credit option physical education programs to supplement those courses presently required for high school graduation.

Factors to be considered in designing a credit option course are listed below. Approval for such courses must, of course, be obtained from the school division.

1. The rationale for the course should be clearly articulated.

   A statement outlining the reasons for offering the proposed credit option course should be written out. It could be based on data gathered as a result of student surveys and perhaps the community at large. Information gathered in this fashion may not only provide support for initiating credit option programs, but may also suggest activity diversification to meet the interests of students.

2. The intent of the course should be clearly stated as goals and objectives.

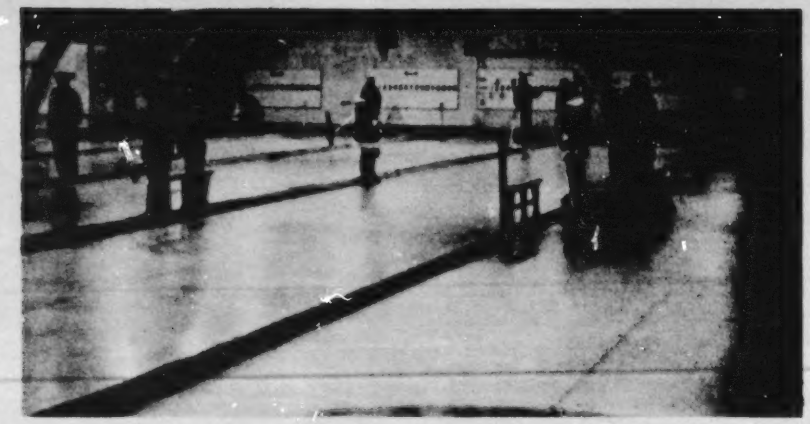
   The stated objectives should be well defined, easy to understand and measurable. Specific objectives related to skill areas should be performance-oriented, as well as expectation-oriented, and should cater to the needs of all students at varying levels.

3. The course content and emphasis should be identified.

   The course should not be a repetition of the required credit; however, forethought should be given to how the option develops from or relates to the required program. A general course outline should be developed that would include specific information regarding content methods and resources.

4. The means of evaluation should be identified.

   Evaluation should assess the value and effectiveness of the course in achieving program objectives as related to student performance levels and expectations. Evaluation should provide for pre-, interval-, and post-test opportunities to ensure a continuing monitoring of the program and its relevancy. The evaluation should generally encompass both the student and program assessment.



Instruments for measurement might well include written and oral assignments, practical skill application, special projects, class participation, leader internship, volunteer assignments and other inputs as deemed relevant by the initiating staff in consultation with the student.

5. Administrative factors should be specified.

These include:

a. Course costs. Equipment, facilities, transportation, textbooks and other costs should be identified.

b. Credit value. The credit value of a course could be a full credit or a partial credit.

c. Bibliography. A bibliography should be compiled that would include listings of student- and teacher- oriented materials; e.g., films, pamphlets, magazines, models, transparencies, reference books, charts, video tapes, and perhaps even resource persons.

d. Numbers of students. The number of students to be accommodated in the proposed credit option program at each level should be indicated, if more than one credit option physical education course is being offered.

e. Prerequisites: Core Requirement.

Sample programs are available from the Department of Education.

Class Organization

1. Planning should be daily, weekly, and seasonal.
2. The class period should have a definite time schedule. Gymnasium-based classes should include time for dressing, attendance, warm-up activity, fitness, teaching, changing and showering.
3. Regular checking for safety in the physical education facility (inside and outside) should be a high priority.
4. The required equipment should be readily available for each class.
5. A policy should be established for care of student valuables. It is recommended that the teacher should not assume responsibility for valuables.
6. A system for taking attendance and for the dismissal of classes should be established.
7. Measurement and evaluation procedures should be established for both the students and the program.
8. Classes should be coeducational whenever possible.
9. Students could be used to assist in various responsibilities; e.g., attendance, officiating, setting up equipment, etc.
10. Student records should be kept regarding attendance reports, grades, accidents, medical disabilities, physical fitness, skill achievement, and locker assignments.

For further assistance in format, see Appendix D.

Evaluation

Program Evaluation

The program should be continuously assessed for effectiveness

and students should be included in the evaluation process. Questions such as the following should be addressed.

1. Is instruction consistent with the philosophy and objectives?

2. How thorough is the planning and preparation?

3. Is data from health and fitness appraisals used in making instruction effective?

4. Are physical education activities provided for all students?

5. Does the variety and content of experiences meet the students' needs?

6. Do experiences provide for present and future lifelong leisure needs?

7. Do experiences develop knowledge, understanding, and skills of a wide variety of physical education activities?

8. To what extent do the activities provide opportunity for desirable social and emotional development, for both participants and spectators?

9) Do time allotments of the program satisfactorily meet instructional needs?

10. To what degree are activities conducted with regard for students' health and safety?

Student Evaluation

Principles. If evaluation is to be at all meaningful, teachers should get to know their students well and inform them of course objectives as well as evaluation procedures and techniques. Evaluation should be based on competency determined through a problem-solving approach as well as skills tests. A grade assigned to a student should be based on the extent to which he or she meets the objectives of the course.

Evaluation should be consistent and continuous to facilitate learning and teaching. Procedures should be constant throughout all classes. Where possible, a variety of instruments - both subjective and objective - should be used.

Techniques: Physical educators should use a variety of techniques to evaluate students' performance. Areas of evaluation should include most of the following:

Objective Evaluation:

- Knowledge tests, including problem solving
- Motor skills tests
- Physical fitness tests
- Attendance

Subjective Evaluation:

- Attitude and/or behaviour
- Improvement
- Effort
- Sportsmanship

Sample evaluation forms are available from the Department of Education.

TEACHING METHODS AND TECHNIQUES

Teaching physical education can be a different experience from classroom teaching. The following material on methods and techniques is directed at the teacher of early years students but may be useful for those teaching older students as well. The information should be considered in the preparation and presentation of lessons.

GENERAL TEACHING METHODS

In essence, there are three methods that describe the amount of freedom that students are allowed in applying their own ideas to what is taught or suggested. They are the:

1. direct method
2. limitation method
3. indirect method

These three approaches are described in greater detail below.

1. The Direct Method defines completely what the teacher wishes the child to do. The student has no freedom to interpret. For example:

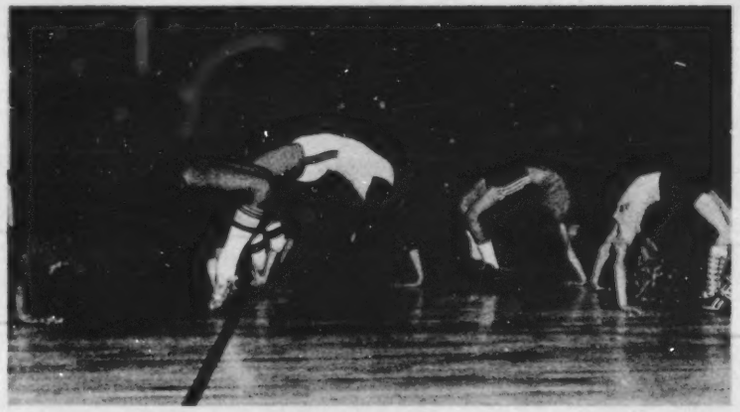
   a. "Lie on your back with your knees bent, your feet on the floor and apart. Place your hands as for a backward roll, and push up to a 'crab' position."

   b. "Hop on the spot swinging your leg sideways and forward - ready - go."

   Note: These activities are described in dialogue form. Even though the activities are closely defined, their presentation is done in an informal conversational manner. At times, the teacher may demonstrate the movement first.

   The direct method allows for little departure from what is asked by the teacher. The students' ideas are generally subordinated to what the teacher wishes them to do. However, it does establish a base upon which freer forms of movement can be built and developed. For the students who seek guidance and direction, it starts them off MOVING, and as confidence develops, they may exhibit a greater desire to explore and experiment with what they have been taught.

2. The Limitation Method is a bridge between the two extremes of direct and indirect teaching. This method incorporates the intent of both and is frequently the most effective method of teaching. It gives the teacher some control over what is done and yet allows the



child some freedom within which to work. For example:

> "Show any position with your body while taking weight on the hands and feet."

The limitation imposed is "taking the weight on the hands and feet." Students still have a variety of ways to use their bodies within the limitation of "taking weight." One of the ways may be the first example used in the direct method. The value here is that students experiment and arrive at many different body positions through their own ingenuity.

The teacher may have a definite skill in mind but, rather than impose his/her own idea immediately upon the class, allows them to explore all the possibilities. The teacher will also see many unique ideas in observing the class work and may use one or two of them to improve the range of movement of the others. The most common method of using students' ideas is to have them demonstrate to the class. The class may discuss what they have seen, and the teacher may invite them to try the movement.

> "Can you do any hopping movement while moving your legs in various directions?" The "limitation" here is "hopping" while there is freedom to develop any kind of leg movement.

3. The Indirect Method differs from the direct method in that it allows students complete freedom to choose their activities. For example:

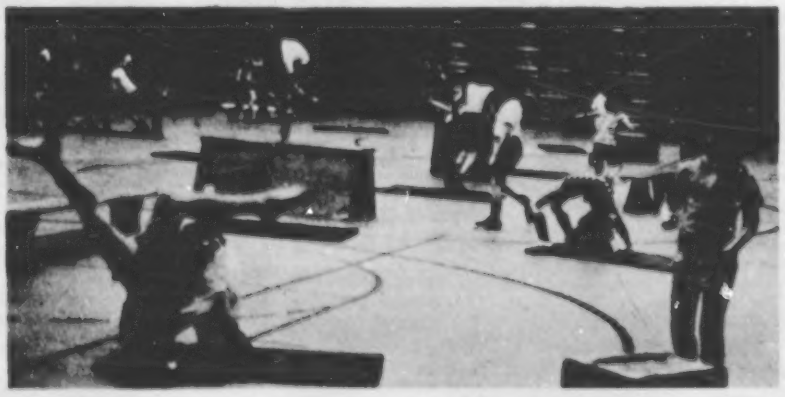
   a. "Show me any way of bending your body." (Compare direct method examples.)

   b. "How many ways can you move your legs?"

In receiving this kind of challenge, students are encouraged to put their own interpretations upon the suggested movement. They are challenged to explore and experiment, thereby arriving at many different kinds of movement.

Students are neither pressured to conform to set ways of moving, nor are they required to reach a set standard of performance. By careful observation, the teacher can assess the individuality and the skill of each student, noting those who are creative and those who appear restricted at that time.

Indirect teaching can only be used successfully when the students understand their roles and responsibilities. To go from direct toindirect teaching often creates discipline problems as the students do not know how to use the freedom given them. To make this transition, the students can be given short limited moments of freedom within the direct teaching framework. These periods can be expanded once they show an understanding of the "style" and their responsibilities to it. Then, and only then, can most of the lesson be taught indirectly.



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Applying the Methods to Gymnastics and Games

The three teaching methods have interesting applications when related to small equipment such as balls, bean bags, and hoops, and to large equipment such as benches and vaulting boxes. In simple vaulting activities, the following teaching dialogues could be used:

Direct: "Run to the box, place both hands on the top and shoot your legs through between your arms to land on the mat at the other side."

Note: A demonstration may also be used.

Limitation: "Move over the box in different ways, taking the weight of your body on your hands."

Indirect: "Show me what you can do with the equipment."

In teaching contacting a moving object, the following would apply:

Direct: "Keep the ball in the air by hitting it with your fingertips above your head."

Limitation: "Can you keep the ball in the air using your arms and your hands only?"

Note: Another limitation here might be -

"Using any part of your body above your waist, keep the ball in the air." It is possible that some students may use their heads to keep the ball up. This can be demonstrated and tried as a preparatory experience for a future soccer lesson.

Indirect: "The equipment today is balls; what can you do with them?"

Work on apparatus such as benches:

Direct: "Taking your weight on your hands, travel along the bench, jumping your feet from side to side over the bench."

Limitation: "Travel along the bench, taking the weight of your body, first on your hands and then on your feet."

Indirect: "Show me different ways of moving on the apparatus."

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As the students become accustomed to producing their own ideas, rather than waiting to be told what to do, the work becomes more meaningful and the range of movement becomes broader. At the same time, the ideas gradually become more unique and imaginative.

SPECIFIC TEACHING TECHNIQUES

In the total teaching process, there are some specific methods of presentation which enlarge and encourage learning. A few of these are discussed below.

1. Observation and Demonstration

The teacher must not think that all he/she has to do is propose challenges to the class and then stand by to see what happens. The teacher, with the help of certain individuals and groups within the class, can work to improve class performance. An observant teacher will note efforts on the part of the groups or individuals which he/she feels will be of benefit for the whole class to observe, evaluate, and practise.

For example, "weight bearing on the hands" may produce interesting forms of movement closely related to hand stands, cartwheels, squat balances, or even front walkovers. By choosing examples of these and having them demonstrated, the teacher may stimulate the class to discuss briefly the quality of the movement observed.

Demonstrations can be done in one of two ways:

- The class may observe two or three children at work.
- One half of the class may watch the other half. The teacher should set up the demonstration with encouragement to look for certain factors which make for good performance.

  For example, "In the squat balance, on what part of the body does Bob take the weight off his legs? How does Mary place her hands in rotating her body in the wheel? Are the fingertips important in balancing on the hands as Jim is doing? How does he use his fingertips?"

In using demonstration procedures:
- Do not choose the same students all the time.
- Make sure that all the students can see what is being done.
- Make all demonstrations short.
- See that all resulting discussion is short and related to the demonstration.
- Do not try to cover too much in one demonstration.
- Make sure that demonstrations are immediately followed by an opportunity to practice what has been taught.

2. Discussion and Analysis

Not only is the "what" of movement discovered, but the "how" as well. Encourage the students to express opinions on what they see. The teacher can stimulate observation by asking a question - "How does Bill use his arms in his jump?"

3. Use of Progressions

The curriculum is based on the progressive development of skills and concepts. Refer to the scope and sequence chart, and also resource packages for further assistance in developing skill progressions.

4. Movement Education

Movement education is a learning experience expressed through activity which uses the indirect and limitation teaching methods. This movement education approach is designed to allow students to work at their own level of ability, to explore, to think, to understand, and to improve the quality of their performance. It is the role of the teacher to provide the learning climate and, through observation of what they do, to encourage the students to improve their performance at their own speed and ability.

What is meant by Movement?

Movement is the body's physical response to a variety of needs, conditions, and stimuli. There are four factors to consider in the movement of the body:

a. Where the body moves (space awareness: general, personal)

b. How the body moves (quality: weight, flow, time)

c. What the body moves (body awareness)

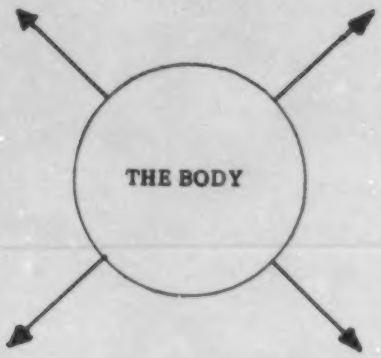
d. With whom or what the body moves (relationships)

a. Where it moves.

-directions
-levels: high, medium, low
-patterns: zig-zag, straight line, curve

b. How it moves.

-slow, fast
-strong, light
-with flow, stop and start



c. What it moves.

-body parts: arms, legs
-body shapes: curled,

-stretched, twisted
-with body parts

leading

-from one part of body to another, transfer of weight
-supporting weight
-balance of weight

d. With whom or what it moves.

-alone
-with a partner or team
-together or against
-with things: apparatus, balls, bats, benches, boxes

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THE INTERRELATED NATURE OF TERMS COMMONLY USED IN MOTOR DEVELOPMENT*

Motor Performance: Study of motor control and motor behavior brought about by the interaction of learning and biological processes

Motor Control: Underlying changes in the isolated performance of tasks

Motor Behavior: Underlying learning and biological processes involved in motor performance

Motor Development: Progressive change in motor control and motor behavior brought about by the interaction of both maturation and experience as evidenced throughout life by observable movement

Motor: Underlying factors affecting movement — Movement: The observable act of moving

Motor Pattern: Common underlying biological and mechanical processes — Movement Pattern: Organized series of related movements (e.g., a sidearm pattern)

Fundamental Motor Pattern: Common underlying process of basic movements — Fundamental Movement Pattern: Organized series of basic movements (e.g., striking)

Motor Skill: Common underlying process of control in movement — Movement Skill: Form, accuracy and control in performance of a movement (e.g., striking an oncoming object or splitting wood)

Sport Skill: The combination of fundamental movement pattern with form, accuracy and control in the performance of a sport-related activity (e.g., batting in baseball or softball)

Movement Education: The lifelong process of motor development as evidenced by change in movement behavior (e.g., change in striking abilities over time)

*David L. Gallahue, *Understanding Motor Development in Children* (New York: John Wiley, in press). Used with permission of the author.

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5. The Group System

To ensure a good variety of activities in each lesson, and to make the greatest use of small quantities of equipment, the class should be divided into groups. This will serve to keep all the students occupied and interested and will allow them to take more frequent turns where only a limited number can be accommodated on a piece of equipment.

A gradual start should be made in instituting a group system. The first step is to have the children work in two's or three's in an informal way, simply by saying, "Find a partner," or "Go and stand in three's." After that, when the children have been in Grade 1 for two or three months and are accustomed to general class procedures, the class may be divided into two groups. Each group should work at a different end of the room, and when half of the available time for the two activities has been used, an orderly change-over should be made. When the class is ready, a full system of four, five or six rotating groups should be set up This can be done in the following ways:

a. Divide the class into the desired number of groups, taking into consideration the following:

   1) Groups should be mixed, boys and girls.

   2) Grouping by size is an advantage in activities where students are helping each other (e.g., tumbling).

   3) Grouping by ability allows more individual progress but is a more difficult system to operate.

   4) Social maturity should, if possible, be taken into account, so that there are some "responsible" students in each group.

   5) Groupings should not be regarded as permanent.

b. Allot each group a "home" or corner as well as a name or colour.

   Note: Have pictures or colour cards placed at each "home" to help the students learn these places.

c. Teach the students to change from their own home to the next, and then to the next, and so on. Systems of changing may include everything from the completely formal "Left Turn! Forward Walk! Stop"' etc., to the very informal "Go and tell the next group to move around." At the beginning, some

degree of formality will help to establish a firm routine. Less formal methods can be introduced as the class appears ready for them. These are usually more economical of time, but only if the basic procedure is firmly established.

   1) Change should always be made in the same direction.

   2) Changes should always be made around the outside of the space. Changes across the middle lead to mass confusion.

   3) Members of each group should be encouraged to stay together on the way.

   4) Change should be at a walking pace.

   5) Teachers should have enough time between stopping at one group and starting at the next to make a quick visual check of the equipment.

   6) The basic routine for changing should be:

      - Stop.
      - Return to your home (i.e., the one where you are working).
      - Make a visual check of equipment.
      - Move to the next home.
      - Start the new activity.

d. Allot equipment to each group. If you do not have group leaders, name the students who are to get out the equipment. While this is being done, the other students should be given some simple activity to practise. As each student finishes his or her appointed job in setting out equipment, he/she rejoins the group.

e. Explain each activity to the whole class. Demonstrate, if necessary, or have the students do so. Bring distant groups closer for demonstration.

f. Tell the students to begin the activity at their own home place.

g. Rotate the groups periodically.

Points to Note:

a. Do not attempt to change the whole set of groups in every lesson. Wait until the students have learned the routine and become familiar with the equipment, and then start to change one or two groups in each lesson. Change as the students progress - not just for the sake of variety.

b. Encourage quiet work (not silent work).

c. Stay on the outside of the groups most of the time, so that you can see everything.

d. Visit each group during each lesson.

e. Leave time for each group to rotate through all the activities during the lesson. If this is not possible, start again the next day at the point where you left off before.

f. Correct general mistakes, or give advice, when the students are changing homes. Stop the whole class if the need for correction appears urgent.

g. Take advantage of the system to give individual help. Occasionally "subgroups" make the students feel that something special is being done for them.

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EQUIPMENT

The selection, purchase, use, and maintenance of physical equipment is an important task for those in charge of administering and conducting the physical education and sports programs. The amount and kind of equipment is determined by the:

1. age of students
2. number of students
3. size and kind of facilities
4. program content
5. funds available

Some schools will have gymnasiums and similar facilities which have either been enlarged or are relatively new. It is likely that the acquisition of equipment will depend largely upon financing and, thus, will have to be done in stages as the budget permits. It will then be necessary to make equipment purchases on the basis of priority need. In other words, it will be necessary to realize the fullest possible return for every dollar spent, as measured by the number of periods of satisfactory use by the greatest number of students.

Selection of Equipment

In the final analysis, materials of good quality are usually more economical. The ongoing search and selection of materials should be done by the physical education personnel.

1. Purchasing should be done well in advance, whenever possible.
2. Equipment and materials should be reliable and serviceable.
3. Purchases should be made from reputable firms. Lot tendering and divisional bulk orders may be considered.
4. An up-to-date inventory should be kept.
5. All new materials should be checked upon receipt and marked for easy identification.

Handling and Storing of Equipment

1. Students should be instructed in the orderly distribution, collection, and storage of all equipment. The equipment room should be kept tidy.
2. Bean bags and small balls should be stored in portable containers of convenient size.
3. Individual skipping ropes should be folded twice, then tied in a simple knot for easy storage. Take the time to train the students to do this. The ends of the ropes could be dipped in various colors of enamel paint or taped in different colors to identify sizes.
4. Rubber-covered balls should be cleaned occasionally with a wet cloth. Classes could take turns in attending to this.
5. One teacher should be responsible for making inventory checks and recommending repairs or replacement of worn-out equipment.
6. Regular safety checks should be made, particularly with large equipment. Wooden equipment should be free of slivers, well sanded and varnished (or painted), and safe for use. (See the Safety and Maintenance Checklist in Appendix, B.)
7. Tumbling mats with a plasticized cover should be kept clean by using a little soap and water. If only one side is plastic, this side should face up.

Refer to Appendix A for recommended equipment for the different grade levels.

FACILITIES

A gymnasium is not the only place where physical activity can occur. Usable spaces within the school may include level, well-drained turf, hard-topped areas, classrooms, hallways, and stairways. An inventory should be taken of all indoor and outdoor facilities and full use made of them.

Community facilities such as pools, rinks, fields, and fitness trails should be used as well. Students should be informed of the rules of order and safety when out-of-school facilities are used. Programs which make use of such facilities should be cleared through the administration.

MULTIPLE USE OF FACILITIES AND EQUIPMENT

The guidelines for the multiple use of facilities and equipment listed below are based on the philosophy that joint utilization within a community is desirable. Multiple use should be considered a feature that will allow additions to be made to facilities and equipment, rather than limitations to be placed on them in order to save money. The value of these guidelines will depend upon the extent to which individuals and organizations within a community share this view.

Cooperation. The community and school should cooperate in sharing facilities and equipment to ensure their maximum use.

Inventory. An inventory should be made to identify the community's facilities and equipment that could complement the school's program.

Agreements. Organizations within a community that share facilities and equipment should have written agreements. Since school divisions are potentially both major "users" as well as "suppliers" of such facilities and equipment, it is suggested that they establish agreements with each of the organizations in the community when joint use is to occur. Agreements should specify, in detail, the facilities and equipment that will be used and by whom. They should also address themselves to the responsibilities of care and maintenance of the facilities and equipment.

Standards of Use. Standards of use of facilities and equipment should be known and respected by the user groups. These standards might be in the written agreement or established separately. For example:

1. The behaviour on the skating rink should be the same whether regular club members are having a game or a local school is using the ice.
2. Use of footwear such as running shoes when playing basketball in the school gym should be the same whether it is used by students during the day or community members at night.

Standards of Safety. These also should be known and respected by user groups. These standards should include minimum training and/or qualifications of instructors or users where necessary. Whether the standards are established in the agreement or separately is optional. For example:

1. Safety measures at the swimming pool should be the same whether regular staff are in charge or a school teacher or physical education instructor.
2. Safety measures should be maintained when the trampoline or other gymnastics equipment is in use.

Communications. Communication becomes increasingly important with multiple use. Persons responsible for the care and maintenance of facilities and equipment, such as instructors, custodians, and major users, should always be notified about the scheduling of and nature of additional use. People should also be kept informed of the availability of various facilities and equipment for use.

SAFETY AND LIABILITY

Safety is an essential consideration in the physical education program. Simply because movement and physical activity of all forms are involved, there is a greater possibility of accidents occurring in physical education than in the academic program. Every precaution should be taken to prevent them.

Sound planning is the key to providing a safe environment for all school children. Although it is not possible to eliminate all hazards in the vigorous and challenging activities of the physical education program, they can be reduced by following the basic principles of safety listed below.

Equipment and Facilities

1. Quality equipment of suitable size should be used.
2. All playground and gymnasium equipment should be inspected regularly and properly maintained. (See Appendix B for the Safety-Maintenance Checklist.)
3. Faulty conditions should be reported in writing to the administration. Equipment should not be used until conditions are corrected.

4. Instructional areas should be of adequate size and free of physical hazards and nuisances. When it is impossible to remove potential hazards, safety rules should be established and adhered to in order to prevent accidents.
5. Appropriate safety rules should be defined for each activity and type of equipment and practised by both teachers and students.
6. Clothing that allows complete freedom of movement should be worn by all students. All hard or sharp objects (brooches, wrist watches, rings, buckles, earrings, pens, etc.) should be removed for safety reasons. Stocking feet and hard shoes should be discouraged.
7. Protective equipment should be worn when necessary.

Program Planning

1. The administration should be aware of what is happening in the program.
2. Some documentation of program planning should be on file - yearly plan, lesson plans, etc.

Instruction

1. Activities and instruction should be appropriate to the age, physical capabilities, experience, and skill levels of students.
2. Students should be prepared for participation in activities through the use of proper progressions and conditioning.
3. Safety awareness should be incorporated in all physical activity.

Supervision

1. Formations and equipment should be organized in such a way as to eliminate congestion.
2. Supervision should be of the whole class whenever possible, that is, from a position from which the whole class is visible.
3. Personal assistance in activities should be provided when students need help; e.g., gymnastics.
4. Rules for the orderly conduct of students should be established.
5. Adequate supervision should always be present.
6. Students and teachers should be familiar with school policy on "Accident Procedure." If no policy exists, then one should be established for emergency situations and made known to all concerned.

Summary

Physical activity is vital to the normal growth and development of every child. Teachers should not eliminate vigorous activity from their programs because of the fear of accidents. They should use prudence in the selection, instruction, and supervision of all activities in the physical education program.

(See Appendix E, Legal Liability.)

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The children should demonstrate an increasing ability to:		
1. DEVELOP PHYSICAL WELL-BEING.		
a. Understand that physical activity and physical fitness are necessary to have a healthy body.	Have the children explore movement to different rhythms.	ACTIVITIES WHICH INVOLVE CONTINUOUS, VIGOROUS MOVEMENT ARE GOOD FOR CARDIOVASCULAR FITNESS. Frequent changes of activities and rest periods are necessary at this age level.
1) Experience and enjoy physical fitness through physical activity.	Initiate movements which are continuous, vigorous, and of short duration.	
2) Maintain/develop optimal levels of fitness.		
3) Discover that practice and more active play improve fitness levels.	Lead-up activities to rope jumping: 1. Two foot jumping side to side (over lines) 2. Jumping over a stationary rope 3. Jumping over a "wriggling snake" Activities and dances using a parachute; e.g., Merry-Go-Round, Mushroom Animal movements Gymnastics stunts Aquatics: 1. Free play activies with floating equipment in the shallow end 2. Running across the bottom of the pool (if shallow enough) 3. Holding on the edge of the pool and kicking 4. Jumping and hopping up and down in the water on one or two feet (if shallow enough)	A tambourine or drum can be used as a stimulus. Encourage the children to keep their feet together. Resources: Kimbo Records, Parachute Play; Hap Palmer, Mod Marches. See that buoy lines are set up. Students are not to retrieve equipment outside the designated area. A lifeguard is necessary, and it is recommended that a buddy system be used. Recommend involving parents or other trusted persons so a one-to-one arrangement can be used.

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GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Scooter board activities, tug-o-war	See that all children have equal opportunity in the game.
	Any game with vigorous, on-going activity; e.g., tag games (tunnel tag)	In tag games, choose several children to be "it." Avoid situations where children are eliminated.
	Obstacle courses	
	Free activity on climbing ropes, climbing apparatus, rings. Challenge students to perform various movements to emphasize strength, flexibility and muscular endurance (bounce and flight).	Use movement education vocabulary: "Can you hang by your arms and make a shape?"
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM		
a. Understand that basic motor skills are used in performing all physical activity.	Set a learning environment using hoops, tunnels, tires, geometric shapes, benches, ladders, and/or hurdles. Have the children explore various methods of moving through, along, over and under the apparatus.	When teaching basic motor skills, encourage the children to explore the various ways of performing these skills. At this age level, there is a great deal of scope for free play before each specific game is introduced. It is suggested that children be taught by the discovery method. The teacher should anticipate and encourage: Crawling — Leaping Slithering — Jumping Walking — Hopping Running — Dynamic Balance Note the characteristics of movement patterns to observe and correct children's performances.
1) Explore and use the basic locomotor skills in a variety of physical activities. - Crawl	Animal Trap: Half the children form the trap by joining hands in a circle. The other half are the animals that crawl in and out of the trap. The teacher calls "trap" and the trap closes in on the animals.	Note that in the crawling pattern, arms and legs move in opposition to each other; e.g., the left arm-right leg and right arm-left leg work together. The children trapped became traps.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Walk	Animal Tag: Children pretend they are various crawling animals and play basic tag types of games; e.g., the wolf tries to catch rabbits.	The rabbit that is caught becomes the wolf's helper.
	Under obstacles: obstacle course	
	Beep, Beep, the Roadrunner: Children walk gym lines. When two children meet face to face, they call out "Beep, Beep," and then change direction.	Emphasize walking, not running. Note extreme toeing out, toeing in, flat-footedness, walking on toes. Refer children with problems to medical authorities.
	Children walk the gym lines which are now bridges. Anyone slipping off or meeting a tiger falls into the "river" and becomes a crocodile. Music may be used.	
	Posture Tag: Each child carries a bean bag on his/her head and the usual tag games are played.	
	Project a light onto a wall with an overhead projector so that the children can walk by and look at their images.	Have the children walk around the projector in a circle to prevent crowding around the lighted wall space. Place an obstacle over the cord to prevent accidents.
	Stop and Go: Use a "stop light" to give directions. Red - Stop Yellow - Walk on the spot and look around Green - Walk in their own paths	Use red/yellow/green cards.
	Crumbs and Crusts	
	Brownies and Fairies	
	Rhythmic Walking: Have the children: 1. Listen to the beat of the music and clap their hands. 2. Listen to the music and bend their knees to the music.	4/4 time for walking music. When listening and clapping, the children should close their eyes. Popular music often makes the activity more enjoyable. Have the children move in their own paths.

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GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	3. Walk in time to the music. 4. March at various speeds; accent different beats. 5. Do folk dances - Looby Loo Shoemaker's Dance Rig-a-Jig-Jig	Resources: Hap Palmer records; 33 Rhythms for Children; Fundamental Rhythms; folk dance records.
- Run	Tag Games	Avoid games which eliminate students from participation and turn them into spectators. Set boundaries away from the wall in running games.
	Light running - Have the children practise stopping. Note arm movements.	Encourage the children to: 1. Stop without falling. 2. Hold like a statue - to freeze.
	Here, There, Everywhere: When the teacher calls "here," the children go to the teacher; "there," the children go to an area pointed out in the gym; "everywhere," the children scatter.	
	Run and touch games: e.g., Ship, Shore, Sink	
	Rhythmical Running: Have the children: 1. Listen to the beat of the music and clap their hands. 2. Listen to the music and bend their knees to the music. 3. Run to the music. 4. Explore various styles of running.	2/4 or a fast 4/4 time Resource: RCA Victor, Rhythmic Activities. Some task ideas are: "Can you run with high knees? with straight legs? leaning forward? leaning backward?" Running should be forward.
- Leap (1 foot to the other foot)	Crossing the Brook: The teacher lays out a brook with ropes. The lines are not parallel, so the children find an area they can leap with success.	This game could be included in the station activity or the brook could be part of a larger scene.
	Stepping Stones	The teacher could use hoops, mats, rubber footprints, etc., for stones.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Jump (2 feet to 2 feet)	Jack-in-the-Box	Both feet should land at the same time.
	Rabbit, Find a New Home: Use hoops as the homes rather than people. Have children mimic rabbits and hop from one hoop to another.	
	Rhythmical Jumping: Have the children: 1. Listen to the music and clap their hands. 2. Listen to the music and bend their knees to the music. 3. Jump to the music. 4. Do folk dances - Jack-in-the-Box Pop-Goes-the-Weasel Jump Jim Joe	2/4 or 4/4 time Choose music carefully. Listen to it beforehand to determine if: 1. It is appropriate. 2. The beat is obvious.
	Jumping off equipment at low level	
- Hop	Hopscotch games	Any game involving locomotor skills can be adapted by having the children hop. The other foot should not touch the ground. Have them practise hopping on one foot, then the other.
2) Explore and use the basic non-locomotor skills in a variety of physical activities.		
- Bend and Stretch	Creative Dance - Using a variety of themes, have the children: 1. Imitate seeds growing into plants. 2. Create movement to the themes of fear, hot and cold, pain. 3. Create a sequence of bending and stretching actions.	A tambourine is advised over music. When developing "bending and stretching," use the key words, "opening" and "closing" the body.
	Folk Dance: Hickory, Dickory, Dock	
	Singing Game: I'm a Little Tea Pot	
3) Explore and use the basic locomotor combinations in a variety of physical activities.		

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GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Gallop	Have the children: 1. Gallop freely to music. 2. Act as horses. 3. Trot with high knee raising.	2/4 or 4/4 time Resource: Georgiana Stewart, "Rhythm for Basic Motor Skills." In galloping, one foot always leads. Have children practise moving in all directions - forward, backward and sideways. Do not allow them to cross their feet when moving sideways. Have them practise leading with the left and the right foot.
	Wild Horse Round-up: A cowboy or cowgirl on horseback rounds up the wild horses and puts them in a corral, or they become a cowboy or cowgirl and assist in rounding up.	Encourage the children to: 1. Use the total space. 2. Move in their own paths.
	Folk Dance: Ride A Cock Horse	
- Slide	Have the children slide freely, moving in both directions.	Encourage children to use the right and the left foot as the lead foot. Do not allow the crossing of feet.
	Singing Game: Seesaw Marjorie Daw	
- Start and Stop	Statues	
	Stop Light	
	Red Light, Green Light	It is suggested that the teacher be the caller at this age.
	Children start and stop as the drum or tambourine is struck.	
	Musical chairs or mats	Do not eliminate children from participation.
- Change Direction	Tag games	If the children are falling or losing balance, slow down the activity. Set up obstacles to cause a change of direction.
- Land	Have the children: 1. Jump off benches and practise landing.	Children should land softly with bent knees and eyes looking forward, not down.

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GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	2. Jump off a low balance beam. 3. Jump from a jump box and land.	Feet should land at the same time.
- Rotate the body	Have the children explore a variety of ways of rolling their bodies along: 1. Flat surfaces 2. Inclined surfaces	Two types of rolls to look for are log rolls and sideways tucked rolls (egg rolls). Incorporate these rolls into games. Encourage the children to make up their own games.
4) Explore and use the basic non-locomotor combinations in a variety of physical activities.		
- Sway and Swing	Have the children respond creatively to music, pretending to be pendulums, trees in the wind, or windmills. Have the children swing individual body parts.	3/4 time Resource: Hap Palmer, Movin'.
- Swing	Have the children explore ways to: 1. Swing on ropes. 2. Swing off benches, using ropes. 3. Swing on two rings; swing on one ring. 4. Swing on horizontal bars.	Ropes should not be knotted, so that children will have to rely on arm strength. This is best used as a station activity. Safety Precaution: Make sure mats are underneath ropes and swinging areas. Rings and bars should be adjusted so that they are appropriate for the children's height.
5) Explore and use basic manipulative skills in a variety of physical activities.		
- Roll an object underhand to a stationary target	Have the children use balls, hoops, wands, etc., to: 1. Explore various ways of rolling the objects. 2. Roll to a stationary target; e.g., bowling pins. 3. Roll to another child.	An exploratory task-setting approach is recommended. Encourage children to: 1. Keep their eyes on the target.

KINDERGARTEN

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		2. Follow through with the arm. Key Phrase - "Can you point in the direction you are rolling the ball?" 3. Use their right and left hands.
	4. Use these skills in Bowl-a-Pin or games involving rolling to a target.	Bowl-a-Pin is probably best played as a station activity with groups no larger than three children to one target.
- Bounce a ball.	Have the children use balls to: 1. Explore various ways of bouncing. 2. Bounce to themselves and catch. 3. Bounce in a target (hoop) and catch. 4. Bounce to a partner. 5. Bounce in various body positions; e.g., kneeling, sitting, standing. 6. Bounce while moving through space and catch. 7. Bounce successively (dribble).	Encourage the children to: 1. Gently push the ball with the hand rather than slapping it. 2. Move the arm from the elbows and shoulders. Key Phrase - "Keep your hand on the ball as long as you can." 3. Relax wrist and fingers. Key Phrase - "Loose hand, wrist and fingers." 4. Use various kinds and sizes of balls; progress from large to small. 5. Cup the hand slightly and spread the fingers for successive bouncing. 6. Have the hand on top of the ball.
- Throw an object underhand to a stationary target.	Have the children use bean bags, sponge balls, yarn balls, hoops, deck rings, and knotted jumping ropes to: 1. Explore various ways of throwing objects at a stationary target. 2. Throw to a stationary target; e.g., wall, bucket, hoop, marker. 3. Use these skills in target activities and games.	A good underarm throw involves the same criteria as for rolling, except that the object is projected in the air. Have the children use right and left hands. Refer to the teaching hints on rolling. Encourage the children to step into the throw. They should step in the direction of the throw, using the foot opposite the throwing arm.
- Push objects.	Have the children use bean bags, balls (various sizes and textures), hoops, and scooters to: 1. Explore a variety of ways of pushing objects, using different parts of the body or implements. 2. Push the articles along the floor, using different parts of the body or implements.	Key Phrase — "Pretend you are pushing something heavy/light."

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	3. Push and pull, play tug-o-war.	
- Pull objects.	Have the children use jump ropes, bike tires, wands, scooter boards to: 1. Explore various ways of pulling objects. 2. Do tug-o-war activities. 3. Pull a partner.	Key Phrases - "Use the (whole body) to pull." "How do you use your body to pull something light? something heavy?"
- Catch objects.	Have the children use balls of a variety of sizes and weights, knotted ropes, and bean bags on an individual basis. Have the children: 1. Catch a tethered ball. 2. Bounce to themselves and catch. 3. Throw in the air and catch.	To have the children catching successfully, encourage them to: 1. Keep their eyes on the ball throughout its flight. Reach for the ball and bring it in toward the body. 2. Keep their elbows bent. 3. Keep their fingers relaxed and grasp the ball when catching. Key Phrase - "Catch the ball softly." 4. Have fingers pointed up for high balls and down for low balls.
- Trap an object using body parts.	Have the children explore a variety of ways of controlling a rolling object using different parts of the body.	
- Kick an object.	Have the children: 1. Kick a stationary ball. 2. Kick a ball which is moving in the same direction as the kicker (Kick and Chase). 3. Kick a ball rolled to them.	Children should be warned to be careful when exploring ways of kicking. The children could work as partners. Use different sized balls. Encourage the children to: 1. Step forward and place the non-kicking foot beside the ball. 2. Keep their eyes on the ball. Key Phrase - "Watch the ball." 3. Swing the kicking leg to contact the ball with the shoelaces (instep of the foot). 4. Follow through with the kicking leg which is extended toward the target.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Have students kick a ball at pins placed in front of a wall.	5. Use both their right and left feet. Each student should have 1 ball and 1 pin. Have them start with a short distance.
- Strike objects.	Have the children: 1. Strike stationary objects; e.g., T-ball. 2. Strike tethered targets (suspended target) with the hand. 3. Strike tethered objects with paddles and bats. <u>Keep-up</u>: 1. An individual keeps a balloon up in the air. 2. Two children keep a balloon up in the air.	Have the children start with striking a stationary object before striking a moving object. Also, have the children strike with the hand before using an extension of the arm; e.g., paddles, bats. Or, use a suspended wiffle ball. <u>Key Phrase</u> - "Keep your eyes on the ball."
6) Explore and use balance in a variety of activities.		All activities involve a component of balance. <u>Definitions</u>: <u>Static balance</u>: Maintaining equilibrium in a stationary body position. <u>Dynamic balance</u>: Maintaining equilibrium while performing a movement

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Static balance	Have the children make different shapes and hold them.	Once every child has a shape, have them form new shapes to the clap of the hand, etc.
	Have the children support and hold their body weight on different body parts and combinations of body parts. Tasks could include: 1. Balancing on three different parts of the body. 2. Taking their weight on one hand and one foot.	Use movement education vocabulary in offering various challenges; e.g., "Can you balance on three different parts of your body?" A child who uses only one side of the body should be referred for medical attention.
	Twister Game (Commercially produced)	
	Balance Tag: Simple tag with the "safe" position being a one-foot balance (or any specified balance position; e.g., weight on one hand and one foot).	Challenge the children to hold their positions for three seconds.
- Dynamic balance	Have the children run to the music and stop when the music stops. The shape should be held until the music starts again.	To correct the problem of falling when the children stop, use a slower speed of music or change running to walking.
7) Explore and respond rhythmically to music.	Music can be used as the main stimulus in activities, as a mood setter, or for calming down.	Music can be used to enhance activities.
b. Explore and use the elements of movement in a variety of activities.		
1) Develop space awareness.		
- Explore general space.	Use music or other stimuli (space themes, robots, etc.) to encourage children to use their locomotor skills to explore space in the six basic directions and at the three levels.	Refer to the basic movement skills. Have the children move in their own paths. Pathways can be short, long, curved, angular, zigzag.
- Explore personal space.	Use creative movement activities. Have the children respond to the ideas of flowers, snow melting, wind mills.	It is recommended that the teacher use the movement education vocabulary to enhance interpretive movement.
	Most activities can be used for developing directionality and laterality by specifying right and left, forward, backward, up, down; time changes, energy changes, levels.	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Follow-the-Arrow Game Balance bean bags on body parts Using any small equipment, the children should explore manipulative skills with different body parts; e.g., carrying bean bags on their heads and moving across the gym.	
2) Develop body awareness, body image - Body parts	Simon Says Have the children: 1. Discover ways to pull themselves through, under, and around objects, tunnels, etc., on scooter boards. 2. Use different body parts when creating different shapes. 3. Explore ways of moving around, across, through, and along various pieces of small and large equipment, taking weight on different body parts. 4. Explore ways of balancing, hanging from apparatus, using different body parts.	Always precede "shake it statements" with "Simon says" in Kindergarten. Children should avoid touching the object. They should be encouraged to find different ways to ride and propel the scooter board. Ask - "Can you move from one place on the climbing frame using hands only? hands and feet?"
	Have the children: 1. Identify their body parts. Use songs and dances for this; e.g., Head, Shoulders, Knees and Toes; Hokey-Pokey. 2. Identify the body parts of a partner. 3. Imitate a leader.	
- Shapes	Have children explore shapes: round, straight, wide, twisted.	
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.		
a. Develop their own activities through creative movement.	Have the children respond with creative movement to stimulating music or a picture.	Suggest that the children <u>listen</u> to the music and do as <u>it suggests</u>.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		Use music which has fast and slow passages.
	Free play and experimenting with different ways to move along various pieces of apparatus (low balance beam, jump box, etc.)	See that the children have ample opportunity for free movement to create and to experience success.
b. Appreciate the aesthetic quality of movement.		Encourage the feeling of success in each child.
- Recall and perform movement patterns and sequences.	As the children learn various activities, they must recall and perform what they have learned.	
c. Use, interpret, and reinforce concepts from other subject areas through physical activity.	Arithmetic: One, Two, Buckle My Shoe	
	Art: This is the Song about Colours	Resource: Hap Palmer, Learning Basic Skills Through Music.
	Music: Use music and song from the music program for physical education.	
	Geometric Shapes and Letters:	
	Children can make separate letters with their bodies and ropes. They can work in partners to make individual letters.	
	Children can walk, run, skip, balance and sideslip on and around wooden or cardboard shapes. By crawling through and around them, Kindergarten children can internalize the concepts and differences.	
	Magic Farm:	
	Put numbered pictures on the wall around the gym. Take the children around to each station and discuss the animal there. (Some teachers may wish to print the name and some instructions; e.g., "The donkey is kicking up his heels.") Divide the class into groups, sending each group to a different numbered picture. When they have all found their starting place, "spread the magic." The children turn into the animals, moving and sounding like the	This approach can be used with any theme in science or social studies; e.g., Indians, community helpers (especially firemen, policemen), clowns, etc.

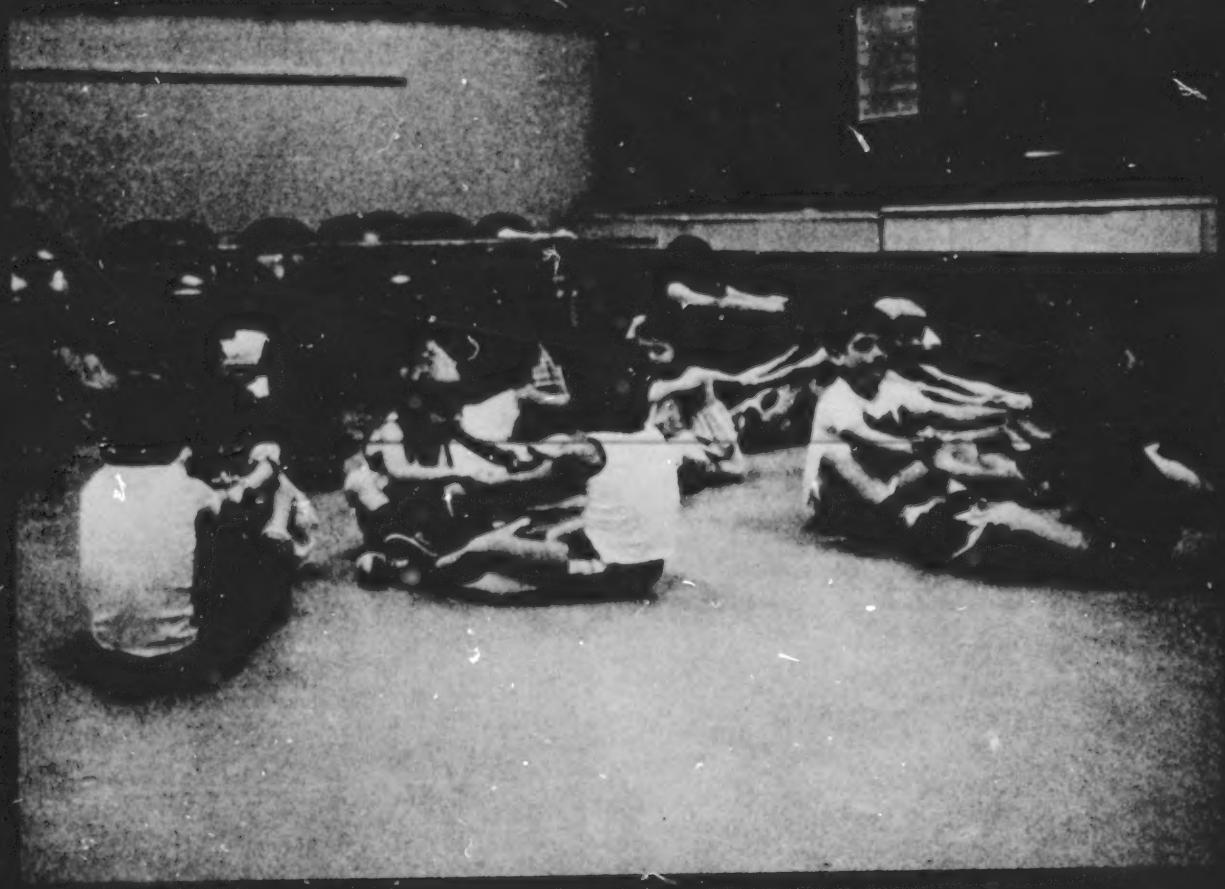
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	animal in the picture. Every two minutes, have the children move to the next highest number and spread the magic again. e.g., Zoo - balancing bear, elephants, zebras, snake Farm - donkey, duck, dog, frog Colours: Distribute different coloured pieces of paper to the children so that each has one. Children whose colour is called must run as fast as they can around the circle and back to their places. (Walk, crawl, etc.) The same can be done with numbers, French words or colours, object pictures, animals, etc. (Be sure to have the children change colours, etc., now and then.) Percepto - Grid : Use a 1.5m x 1.5m sheet of 12 gauge vinyl with numbers or letters written on it. Numbers will depend on the grade level; for Kindergarten, use 1 - 10. Have each child throw a bean bag on a number (letter) and name it; throw a bean bag on a given number or letter. Show a card with any number of things on it. Have them throw their bean bags on the correct number. The same can be done with hopping and jumping. Have the children throw their bean bags on the letters that spell their own names.	This is a good calming down game for the end of the period if walking or crawling is substituted for running. Have a separate number and letter grid. G A S H T R D B P C M X E N I y/z F U L W Q J V O K
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE. a. Understand that when the basic play urge is retained physical activity can be fun.	Aquatics	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Beach Ball Games: Salmon Says: jump up and down. Salmon Says: duck your head. Salmon Says: run etc.	Watch the depth of the pool - mark off restricted areas with buoys.
	Instructor holds the reaching pole vertically with bottom on the pool bottom. Children take turns climbing up and down the pole.	Children should be able to put their heads in the water before attempting this activity.
- Experience success and enjoyment in the basic motor skills.	Participation in all games and dances	Choose activities appropriate to the age and ability levels of the children.
b. Understand that there is a correlation between active play and physical fitness.	Water Tag Ring-Around-the-Rosie	
- Discover that active play improves physical fitness.	Hickory Dickory Dock Regular tag games	
c. Participate with a sense of responsibility, confidence, and belonging in the community		
1) Perform activity routines for audiences.	The class could perform the rhythms and dances they have learned and created.	The audience could be half the class, parents, another class, or the principal.
2) Understand the acceptable procedures and behaviour in community facilities.		
- Demonstrate acceptable behaviour in accordance with school and community procedures.	Provide opportunities to use swimming pools, skating rinks, and other available community facilities. Establish basic rules of behaviour in these facilities prior to participation in the activity.	Suggestions: 1. Have a lifeguard on duty. 2. Get advice from qualified personnel when setting up a program.
5. DEVELOP SAFETY AND SURVIVAL PRACTICES.		
a. Understand the need for safe practices in physical activity.	Have the children work in partners, taking turns using a common piece of equipment.	Explain the reasons why certain behaviour is expected.

KINDERGARTEN

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
1) Behave safely and responsibly.	Command games to develop listing skills: Have the children move and stop to a sound signal (clapping, drum) or play games that involve: 1. Moving in their own paths without colliding. 2. Moving around equipment with care. 3. Freezing on signal. 4. Running and touching something whose name is called out.	Children are to develop an awareness of one another in order to avoid physical collisions. Use existing lines on the floor to reinforce concepts of circles, lines, and colours. On a given sound, the person should freeze and hold the position. It is suggested that the noise level should be below that of the teacher's voice.
2) Dress suitably for physical activity.	Climbing Frame Activities	Explain the proper attire to children and the reasons for wearing it. Encourage them to wear loose clothing and, for most activities, runners. Bare feet are more suitable for some activities. Check school policy on this matter.
3) Practise appropriate safety procedures in setting up learning stations and performing in a learning environment.	The children should: 1. Learn to follow procedures in circle games and line games. 2. Learn to number off in 2's and 3's and 4's as needed. 3. Practise basic formations for class organization: circles, square lines, and other grouping systems.	Have children form lines and circles in a minimum amount of time. Have children learn to respond to directions and instructions. Use colours for teams. When numbering off, have children hold up the number of fingers indicating their number.
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES. a. Relate effectively to other people on a group and individual basis. 1) Cooperate.	Frozen bean bag: The children walk around with bean bags on their heads. If one falls off, the child freezes and the bean bag stays on the floor until someone picks it up and puts it back	Resource: Terry Orlick, Cooperative Games Book.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	on the owner's head. The children keep track of the number they help.	
	Keep Up	
	Balloon Game	To maintain a cooperative spirit, avoid comparing group scores.
	Chain Tag, Frozen Tag	
2) Exhibit habits of dependability, sharing, tolerance of others, self-confidence, and self-control.	Most activities hold the potential for developing these characteristics.	NOTE: Activities should be selected which build self-confidence.
3) Follow rules.		Children must learn to share space and equipment.



GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The children should demonstrate an increasing ability to:		
1. DEVELOP PHYSICAL WELL-BEING.	As for Kindergarten, plus:	ACTIVITIES WHICH INVOLVE CONTINUOUS, VIGOROUS MOVEMENT ARE GOOD FOR CARDIOVASCULAR ENDURANCE.
a. Understand that physical activity and physical fitness are necessary to have a healthy body.	Rope Jumping: Have the children:	
1) Experience and enjoy pnysical fitness through physical activity.	1. Fold the rope in half and turn the rope beside them. When the rope hits the floor, they are to jump. 2. Hold a long rope in partners - "Blue Bells Cockle Shells". 3. Turn and jump through their own hoops. 4. Skip with their own rope.	The children are to listen for the rope hitting the floor. This helps to develop a consistent rhythm. Encourage two foot jumping when rope jumping. Emphasize holding the rope away from the body, with arms slightly bent at the elbows. Hands should be visible peripherally. Excessive bending of elbows prevents rotation at shoulders and wrists.
2) Maintain/develop optimal levels of physical fitness.	Folk Dances: Mexican Jumping Bean Schegobar	Rhythm and dance activities that involve twisting are good for flexibility.
3) Discover that practice and more active play improve fitness levels.	Four - Corner Tug-o-war	
4) Explore activities which maintain/develop muscular endurance/strength, cardiovascular endurance, and flexibility.	Race Cars: Each child stands inside a hoop held at waist level which serves as a steering wheel. The children "drive" their cars in their own paths.	Call out fast, slow, forward, backward. "Flat Tire" may be called, then students "pump" up their tire by doing 3 curl-ups.
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.		
a. Understand that basic motor skills are used in performing all physical activity.	As for Kindergarten, plus:	
1) Explore and use the basic locomotor skills in a variety of activities.	Giant steps	
- Walk		

GRADE 1

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Project a light onto a wall with an overhead projector so that the children can walk in front of the lighted space and see their own posture.	This is also a good activity for body image and creative movement.
	Increased emphasis on marching	Resource: Hap Palmer, "Mod Marches."
	Have the children hold hands with a partner and walk in time with the partner.	
	Folk Dance: How Do You Do My Partner?	
	Blue Bird, Blue Bird, Through My Window	
- Run	As for Kindergarten, plus:	
	Have the children hold hands with a partner and run in time with the partner.	The children's steps are to be in time with the music. The children hold hands - right and right, left and left.
	Running airplanes: Have the children "take off" slowly and "fly" with control.	
	Creative Dance: Theme - Rushing	
	Crows and Cranes	This can be modified to Ghosts and Goblins; Elves and Angels.
	Pom Pom Pullaway	
	Rescue Relay: 1. Each team stands in a file formation behind the starting line. 2. The captain stands behind a second line drawn approximately 6 metres in front of the first line. 3. On a signal, the captain runs to the first member of his team, grasps his/her hand, and runs back with the player to the turning line. 4. The player, whom the captain brought over, returns and brings the next player back. 5. Continue the relay until the last person has been brought over the captain's line.	Have 4-6 children in a group.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Leap (from 1 foot to the other foot)	As for Kindergarten, plus:	
	Add a bench for a fallen tree in Crossing the Brook.	
	Horse and Rider: Half the class are paired and given ropes to hold loosely as fences. The other half are riders on horses that gallop around and leap the fences.	Have the ropes held loosely and close to the floor.
- Jump (2 feet to 2 feet)	As for Kindergarten, plus:	
	Jack Be Nimble	Use pylons to go over; any formation may be used. Have the children recite the verse. This can be a follow-the-leader activity, or the children can move in their own paths.
	Hoop Jumps	Hoops are laid in random formation.
	Bunny Jumps	Resource: Hap Palmer records.
	Folk Dance: Seven Jumps	
	Pop Corn	
- Hop	Hop to a tambourine	The teacher can control the beat. The children should be encouraged to hop on each foot.
	Hop Scotch Games	Any activity involving locomotion can be adapted by having children hop.
2) Explore and use the basic non-locomotor skills in a variety of activities.		
- Stretch	Challenge the children by saying, "Can you 1. Reach up to the sky?" 2. Make yourselves as wide and long as possible on the floor?" 3. Touch your toes without bending your knees?"	

GRADE 1

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Twist	Challenge the children by saying, "Can you 1. Look around without moving your feet?" 2. Shake hands with someone standing behind you without moving your feet?" 3. Do the "twist" dance?" 4. Twist each part of your body?" 5. Use a hoop like a steering wheel and pretend to drive a car?"	Have the children stand close to a blackboard and mark an X on the board or pick up a bean bag on floor. Resource: Chubby Checker, The Twist. Ask about each part of the body individually.
- Bend	Have the children explore all directions and ways of bending the body. Have them try to move with one part of the body bent.	Ask the children to move at different levels.
- Sway	Have the children: 1. Explore swaying in different planes - sagital - left and right; frontal - front and back; horizontal - top/bottom. 2. Pretend they are a pendulum of a clock.	Children should be encouraged to keep their knees bent to make the shifting of weight easier.
- Turn	Discuss and have the children practise different types of turns: 90°, 180°, 360°. Have the children explore different ways of turning: - Stepping - Jumping (two feet to two feet) - Pivot	
- Swing	Have the children swing different body parts to music; e.g., swing the right arm forward and backward, then the left arm, then both together two times. Have them swing hoops or streamers to discover the different planes; e.g., swing the hoop back and forth on the right side of the body while holding the hoop in the right hand; repeat on left.	Resource: Jack Capon, Streamer Activities. Rolls of crepe paper are adequate streamers.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Combinations of the above:		
Stretch and turn	Wash the dishes, dry the dishes, turn the dishes over: Partners face each other, hands joined. They swing to the words. When saying "turn the dishes over," they turn back to back with hands still joined, then turn all the way through till they face again.	
Twist and turn	Creative movement: Have the children imitate an electric mixer, a washing machine, a spinning top.	Emphasize the difference between twisting and turning.
Bend and twist	As for Kindergarten, plus: Folk Dance: I See You Round and Round the Village	
Sway and swing	Have the children hold the hoop with both hands and swing it in front of the body to the left and the right, shifting their weight and swaying to the left and the right as they swing.	The children should be encouraged to keep their knees bent to make the shifting of weight easier.
3) Explore and use the locomotor combinations in a variety of activities.		
- Gallop	As for Kindergarten, plus:	
	Galloping in partners	Use music whenever possible.
	Parachute activities involving galloping	Hands joined; 3/4 time; either foot may lead
	Tag games	Adapt the means of locomotion.
	Witches Broom Relay: A child from one team rides a broom to the wall and picks up a child. They gallop across the gym to the other side where the first rider drops off and the second picks up a new rider. They gallop across to the other side. Repeat the switch for the rest of the team members.	
	Chariots: The children are in partners. The "horse" stands in front with a rope around his	

GRADE 1

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	waist, the ends of which the charioteer holds. They both gallop around the room.	
	Folk Dance: Carrousel - Gallop step to fast music	2/4 time
- Slide	As for Kindergarten, plus:	
	Parachute Activity: Pop Goes the Weasel	4/4 time
	Folk Dance: Carrousel - Slide step to slow music	2/4 time
- Skip	Have the children:	
	1. Listen to music and clap out the beat. 2. Step and hop on the same foot; change feet, step and hop. 3. Slowly skip until the movement is accomplished. 4. Speed up skipping and do it to the music.	Fast 3/4 time Have those children that are having difficulty skip with the teacher or a partner who can skip.
	5. Skip with a partner. 6. Do these folk dances: Rig-A-Jig-Jig Shoemaker's Dance Mulberry Bush The Wheat Bingo	
- Start and stop	As for Kindergarten, plus:	
	Deep Freeze: Children move and freeze on a signal.	Use a variety of locomotor skills. This is also good for explaining different shapes and static balance.
	Increase the emphasis on held positions.	
	Game: North Wind, South Wind	
- Change directions	Tag games	Most folk dances incorporate several changes of direction.
	Bean Bag Snatch: Have two children stand a considerable distance apart. Place a bean bag on the floor between them. On "go", both	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	children run to get the bag. Whoever gets it must run back to the starting point without being tagged by the other runner. Hickory Dickory Dock	
- Fall and land	Have the children: 1. Move along the floor, using locomotor skills, then collapse on a signal. 2. Kneel with their weight on their knees, fall forward and absorb the fall with their arms. 3. Fall backward, landing with fingers facing forward to prevent injuries.	Use mats.
- Collapse	Creative Dance Tension and relaxation exercises; e.g., punch the arm in the air and let it drop (total relaxation)	Music ending with a <u>crash</u> encourages children to collapse in dance. <u>Key Phrase</u> - "Keep your body relaxed."
4) Explore and use the basic manipulative skills in a variety of activities.	As for Kindergarten, except: 1. Increase the distance to be rolled. 2. Decrease the size of the ball and the targets.	It is suggested that various-sized objects, targets, distances, etc., be used so the children work at task levels which are conducive to success. Encourage them to increase the level of difficulty as success is achieved.
- Roll an object underhand to a stationary target.	Use this skill in: 1. Bowl-a-Pin 2. Tunnel Ball	
- Bounce an object.	Have the children explore a variety of ways of bouncing. <u>Bounce and Freeze</u>: Each child has a ball. The children move in their own paths, bouncing their balls. On a signal, the children hold the balls and freeze.	Use tasks involving two hands, one hand, alternate hands, standing. Have the children standing, kneeling, sitting. Encourage them to: 1. Pump the arm. 2. Keep the hand on the ball as long as possible.
	Repeat the activities, using music (4/4 time).	<u>Key Phrase</u> - "Think of a yo-yo going up and down."

GRADE 1

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Throw an object underhand.	As for Kindergarten, except: 1. Increase the distance thrown. 2. Decrease the size of the targets and the balls. Around the Clock: A clock face is on the wall. The children throw a ball or bean bag at the numbers in order. They can't go on until they hit the preceding number.	Continue to use a stationary target.
- Push an object using an implement.	As for Kindergarten, plus: Have the children use wands, scoops, paddles, and floor hockey sticks to explore various ways of moving objects in their own pathways.	Each child should have an implement and an object to push gently and with control. If equipment is limited, use a station approach.
- Pull an object.	As for Kindergarten.	
- Strike a tethered (suspended) moving object.	As for Kindergarten.	1. Note that the tethered object is to move in a pendulum action. It is suggested that it be attached to a horizontal beam. 2. Encourage the children to keep their eyes on the object to be hit. 3. Have the children strike the object with a hand before striking it with an implement.
- Catch objects in flight.	As for Kindergarten, plus: Seven-up - 18 cm (7") ball Teacher Ball: Have the children stand in a circle or in a line. Throw the ball to each.	Initially, work with short distances. Occasionally use music to emphasize rhythmic catching for rhythmic gymnastics. Encourage the children to bounce-throw the ball gently so that consistency can be developed. This would be used as a station activity with small groups. Avoid partner activities at this stage.
- Trap an object.	As for Kindergarten.	Tell the children to "reach out for the ball and pull it in toward you."
- Kick a ball.	As for Kindergarten, plus: Have the children explore using different parts of the foot; e.g., inside, outside, top.	Encourage the children to watch the ball when kicking.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
5) Explore balance and use in a variety of activities.		All activities involve a component of balance. Definitions: Static balance: Maintaining equilibrium in a stationary body position Dynamic balance: Maintaining equilibrium while performing a movement
- Static balance	As for Kindergarten, plus: Folk Dance: Seven Jumps	
- Dynamic balance	Emphasize starting and stopping. Any locomotor activity can be used. Have the children stop on command (e.g., drum beat).	Any activity involving movement requires dynamic balance.
6) Explore and respond rhythmically to music.	Music can be used as a main stimulus for activities, as a mood setter, or for calming down.	Music can be used to enhance activities.
b. Explore and use the elements of movement in a variety of activities.		
1) Develop space awareness.	As for Kindergarten, plus: Have the children move around quickly, keeping a specified distance away from the others.	
2) Develop body awareness: body image.	Have the children:	
- Body parts	1. Touch body parts with other body parts. 2. Touch body parts with the body parts of a partner; e.g., elbow to elbow, hand to hand. 3. Play Simon Says.	Resources: Hap Palmer records; Jack Capon, Perceptual Motor Rhythm Games. Tell the children that only when "Simon says" precedes the instructions do they carry them out.

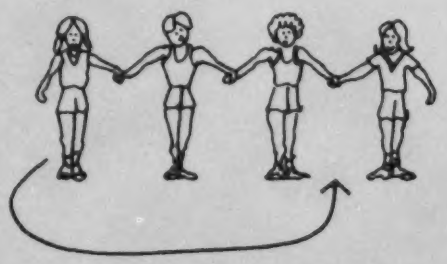
GRADE 1

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Psst!: The children are in partners. The teacher calls out different body parts: "Elbow to elbow, head to knee." When the teacher says "Psst!" the children who hear the sound copy it, and this is the signal to change partners. Dance: Hokey-Pokey	
3) Explore working in relationship to others. - Partners	Have the children explore moving with a partner to music; make a combined shape with partners.	Limit the area which children are permitted to use.
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.		
a. Develop their own ideas.	Have the children respond to a stimulating picture or music by creating their own story or movement patterns.	Let the children who prefer to work with partners or in small groups do so.
b. Appreciate the aesthetic quality of movement.	1. Tell a story and have the children, in small groups, create a dance to act it out. 2. Have the children share the dance with the other groups.	Have the children react to the word clues. The story should have feeling and action words.
c. Interpret, use, and reinforce concepts from other subject areas through physical activity.	As for Kindergarten, plus, have the children: 1. Do locomotor movements, tracing out numbers and letters on the floor. 2. Use ropes to make letters and numbers. 3. Make letter and number shapes using their own bodies. 4. Develop movement vocabularies which can reinforce their work in language arts. Counting Games: Shuttle Bean Bag Run - How many bean bags can you gather in a minute? Can You? - This is a silent, but active, physical activity. Action words are placed on the wall. The teacher or pupil points to each word, trying to mix very active and less active words.	Resource: Hap Palmer, Math Readiness Skills. When the opportunity presents itself, reinforce or have the children act out any activity from another subject.

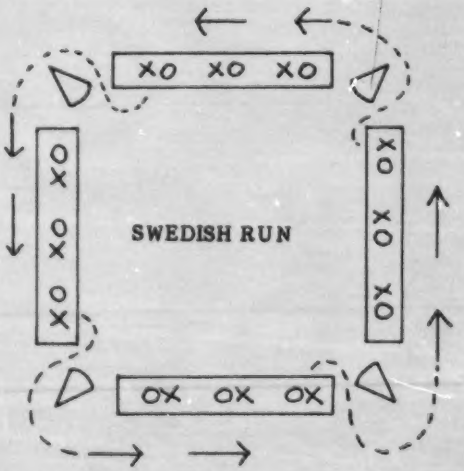
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Students must perform the activity until a new word is selected. The teacher watches those that participate for both enthusiastic participation and the ability to read and change quickly. The best people are rewarded by being the next pointers. Signs could include the following action words: Run, March, Gorilla Walk, Gallop, Seal Walk, Side Slip, Crab Walk, Hop Skip, Run Backwards, Freeze, Walk, Bounce, Crawl, Jog. Hop Blocks: These are 20 cm x 20 cm cards or plastic squares with the numbers 1-10. They are placed on the floor at random. One partner turns over a flash card (e.g., 1+4=, 5-3=); the other jumps or hops on the number that answers the problem. Another activity involves having the children jump or hop on the even numbers, then odd numbers. Math Pie: Make a large circle, divide it into eight sections and number each one. Have the children toss bean bags into even numbers, odd numbers, and math answers, etc. Odd and Even Hop: The teacher holds up a card saying even, and children must get into groups with an even number. (If it is odd, then they must be in groups that are odd in number.) The teacher participates where the numbers demand. Between group stops, children may hop, run, skip, run backwards, etc.	Use pictures to help define the words.
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE. a. Understand that when the basic play urge is retained, physical activity can be fun. - Experience success and enjoyment in learning activities.	Climbing Frame	Provide opportunity for creative movement. Participate and have fun with students. When using music, see that it is appealing to the children. Plan activities in progressions that will be challenging to them.

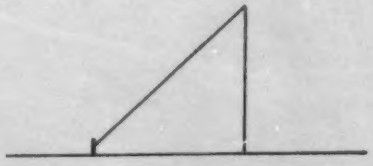
GRADE 1

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
b. Participate in the community with a sense of responsibility, confidence, and belonging.		
1) Perform activity routines for audiences.	The class could perform the rhythms and dances they have learned and created.	The audience could be half the class, parents, another class, or the principal. Explain the reasons why certain behaviour is expected.
2) Demonstrate acceptable behaviour in school and community activities.	As for Kindergarten.	
5. DEVELOP SAFETY AND SURVIVAL PRACTICES.	As for Kindergarten.	
a. Understand the need for safe practices in physical activity.		
1) Behave safely and responsibily.		
2) Dress suitably for physical activity.		Explain the proper attire to children and the reasons for wearing it. Encourage them to wear loose clothing and, for most activities, runners. Bare feet are more suitable for some activities. Check school policy on this matter.
3) Practise appropriate safety procedures.		Encourage children to wash their feet at night after barefoot activities.
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.		
a. Relative effectively to other people on a group or individual basis.	As for Kindergarten.	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
1) Cooperate.	Thread Follows the Needle: The children join hands, and the first person, who is the needle, goes under the arms of the "knot," who is the last, and the "thread" follows.  Frozen Tag	
2) Exhibit habits of dependability, sharing, tolerance of others, self-confidence, and self-control.	As for Kindergarten, plus: Have partners make up their own games.	Children can share space and equipment when used.
3) Follow the rules of activities.	Follow rules in game situations.	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The children should demonstrate an increasing ability to: 1. **DEVELOP PHYSICAL WELL-BEING.** a. Understand that physical activity and physical fitness are necessary to have a healthy body.	As for Grade 1, plus: Children can respond to music or perform various dances for increased lengths of time as they practise the locomotor skills.	ACTIVITIES WHICH INVOLVE CONTINUOUS, VIGOROUS MOVEMENT ARE GOOD FOR CARDIOVASCULAR FITNESS. ACTIVITIES SHOULD BE OF LIMITED DURATION AND INVOLVE FREQUENT CHANGES.
1) Experience and enjoy physical fitness through physical activity.	Introduce movement combinations; e.g., run and jump, side slipping to gallop.	In addition to moving in their own spaces, children can now move in organized formations: lines, circles, figure 8's.
2) Maintain/develop optimal levels of physical fitness.	Children could explore alternating ways of moving forwards, backwards, sideways, up and down.	Teachers can have students practise their movement vocabulary by having them respond to called out directions; e.g., run, gallop, skip, etc.
3) Discover that practice and more active play improve fitness levels.	Folk Dances: La Raspa (Mexican Hat Dance) Yan Petit Kinderpolka	Encourage the children to identify the rhythm of the music themselves by clapping or stamping their feet before they actually begin the movement.
4) Discover and perform activities to maintain/develop muscular strength/endurance, flexibility, and cardiovascular endurance.		Twisting activities are good for flexibility.
	Creative Dance: Punch Dance 1. Children punch in different directions to the beat of the music. 2. Partner work: a mock fight.	4/4 time Adding the beat of a drum may be useful.
	Exploratory movement using gymnastics equipment at various stations	
	Musical Mats: Have the children explore various shapes and meet certain tasks on different mats spread around the gym.	
	Under the Big Top: Have mats under the parachute. Those children in the tent move and perform stunts.	Children would number off, and the various groups would take turns in the tent.
	Shuttle run with bean bags	Choose activities to develop upper and lower body.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Continuous long jumping across the gym	
	Loose Caboose: The children group in 3's, one behind the other, holding the waist of the one in front. The front person is the engine; the second, the car; and the last, the caboose. Three or four loose cabooses attempt to attach to the train. When the "loose" caboose attaches, then the engine drops off and becomes a loose caboose.	
	Circle Chase: Children, standing in a circle, number off in 3's. The teacher calls out 1, 2 or 3. Then the children with the number run around clockwise chasing the child in front. Each child keeps track of the number of classmates he/she tags.	
	Crab Tag	
	Have the children:	
	1. Skip on the spot at least 10 times. 2. Skip in groups of 3 (2 people turning). The skipper does not run in "Thread the Needle." 3. Run through the rope without touching it. 4. Run and skip with the ropes.	Encourage wrist action when skipping. Use ropes for stretching and flexibility exercises, as an interval to skipping.
	Swedish Running: Runner X runs around the four benches, tags partner O, who then runs. Continue to alternate the runners.	Make sure the children run around the pylon in the direction shown in the diagram to prevent runners from colliding. Increase the number of laps around the benches before the tag as the children's endurance improves.
	Aquatics	
	Running	For motivation - keep it fun; e.g., run to Disneyland.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM. a. Understand that the basic motor skills are used in performing all activities. 1) Use basic locomotor skills in a variety of physical activities.	Walking in a cross-cross pattern, one foot over and in front of the other	Crawling, walking, and running, introduced earlier, are to be refined in a variety of activities.
- Leap (1 foot to the other foot)	Leaping over obstacles	See that the obstacles can be easily dislodged to prevent injury; e.g., a rope held loosely instead of a bench. Have varying heights.
	Creative Dance	Resource: May Joyce, First Steps in Teaching Creative Dance; Joyce Boorman, Creative Dance in the First Three Grades.
- Jump (2 feet to 2 feet)	Have the children: 1. Jump off the top of apparatus; e.g., vaulting box. 2. Jump off a box into a target; e.g., hoop.	Height approximately 61 cm (24") Encourage children to land: - softly; - on two feet from a two-foot take-off; - with knees bent and feet apart when taking off and landing; - in a controlled position.
	3. Jump over an obstacle. 4. Jump over an obstacle, landing in a target.	The obstacle should be adjustable in height; e.g., angled rope. 

GRADE 2

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	5. Jump from one target to another. 6. Jump for distance. Jumping over a rope: - stationary - moving Blue Bells Cockle Shells Dance: Bunny Hop	Increase the complexity of the patterns as success is experienced. This can be used as a station activity.
- Hop (1 foot to same foot)	Have the children hop through a pattern of targets. Increase the complexity of the patterns as success is experienced. Then choose a leader who is to decide on the pattern for the other children to copy. Have the children balance on equipment of different shapes, using a variety of body parts.	Use foot-prints to lay out a pattern, thereby indicating if the right or the left foot is to be used.
2) Combine and use two locomotor skills in a variety of physical activities.	Have the children: 1. Explore combinations of two locomotor skills; e.g., walk and hop, hop and jump, walk and jump. 2. Create their own combinations of locomotor skills. 3. Respond to music played.	Set tasks for children to: - Run, run, run, hop (schottische step); - Hop (right), hop (left), jump, jump; - Step, step, step, jump; - Jump forwards, backwards, jump, jump, jump. The tempo and beat can be controlled by the tambourine. Pick appropriate music for the combinations.
3) Use basic non-locomotor skills in a variety of physical activities.	Climbing Frame: Children should explore combining the non-locomotor skills in creative dance and educational gymnastics; e.g., hang and twist on the climbing frame or scaling ropes; bend and stretch.	Bending, stretching, twisting, turning, hanging, and static balance should have been introduced earlier and are to be refined in activities.
4) Combine and use the basic non-locomotor skills in a variety of physical activities. - Bend and Stretch - Twist and Turn	Have the children: 1. Explore a variety of combinations of non-locomotor skills; e.g., stretch and turn, bend and twist, stretch and balance. 2. Create their own combinations of non-locomotor skills. 3. Respond to music, a picture, or a story in creative dance.	Direct children through setting the combinations as themes. Key Phrase - "Stretch, make body parts as long as possible." Encourage free range of movements and complete extensions.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	4. Play the game, Statues. 5. Use small equipment to explore non-locomotor skills. Tell them, "Put the bean bag behind you." "Stand in a hoop and hold it with both hands." "Can you twist inside the hoop? (You go one way, the hoop goes the other way.)"; "Can you bend to the side holding the hoop over your head?" "Can you touch the floor with the hoop?"	Encourage the smooth flow of movements. The children could be asked to hold their finish - static balance. A possible theme: "Creaking Door"
5) Use locomotor combination skills in a variety of physical activities.	As for Kindergarten and Grade 1, plus: Any locomotor combination without equipment	Galloping, skipping, sliding, changing directions, falling, landing, and rolling should all have been introduced prior to Grade 2. These skills should be reviewed and then refined in these activities.
	Introduce the use of small equipment by having the children hold the equipment in their hands; e.g., running with the hoop held above the head; jumping while holding the ball behind them on the seat (bunnies with a tail).	
- Gallop	Folk Dance: Oh Dear What Can the Matter Be?	
- Slide	Parachute Activities (slide)	
	Folk Dance: Grand Old Duke of York Turn Me Around	
- Change directions	Tag games	
	Dodge and Mark	
	Folk Dance: A Hunting We Will Go	
- Rotate the body	Have the children: 1. Explore a variety of ways of rolling their bodies. 2. Explore a variety of ways of rolling forward; e.g., egg roll, log roll, and shoulder roll.	

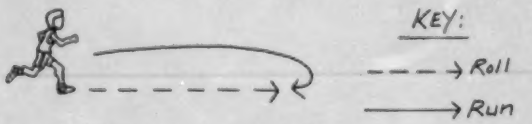
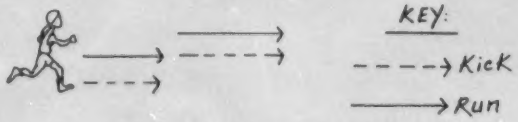
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	3. Explore a variety of ways of rolling backward.	Backwards shoulder roll: roll back to balance on one shoulder, place knees together on floor above shoulder, transfer weight to knees, then kneel up.
6) Combine the locomotor combinations and use them in a variety of activities. - Use locomotor combinations moving in the same direction. - Use locomotor combinations moving in different directions.	Have the children: 1. Explore a variety of combinations of locomotor skills. 2. Explore combinations with a change of direction in movement. 3. Respond to music.	Galloping, skipping, and sliding have been introduced prior to Grade 2. Have them use the same combinations as in Grade 1, but now have a change of direction included: - Fall and roll, and change direction - Slide, stop and change direction There is a benefit to exploring combinations which do not go together smoothly: - Gallop and skip - Gallop, gallop, gallop, skip, skip - 2 slides - turn - 2 slides
7) Use non-locomotor combinations in a variety of activities. - Sway and Swing	Have the children start developing coordinated sequences. Have the children sway and swing using different body parts, following the progressions given below. Have them: 1. Sway the whole body from right to left to practise weight shift. 2. Add arms to swaying motion so that they swing from side to side. 3. Swing both arms forward and backward. 4. Perform sequences; e.g., swing right arm forward and backward (twice); repeat left (twice); together (twice); circle arms right around (once); clap hands to finish.	Either an exploratory or a direct approach can be used.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Lift	Lifting the body by climbing up ropes and the climbing frame Flexed Arm Hang Hang and swing the body on the rings	See that mats are placed under the apparatus to prevent injury. See that spotters are used.
8) Use the basic non-locomotor combinations with the locomotor combinations in a variety of activities.	1. Review non-locomotor combinations (swing, sway, twist, turn). 2. Review locomotor combinations (slide, gallop, skip). 3. Have the children combine the two; e.g., sway, sway, slide, slide. For example: use a hoop to direct the action, swinging it from side to side as the children sway, circling it as they slide to the side. 4. Have the children use the small equipment on different planes.	Ribbons, balls, hoops, and ropes may be used to explore movement in different planes. Resources: Rhythmic Hoop Records; Parachute Activites with Folk Dance Music. See Rhythm and Dance in Grade 1.
9) Use basic manipulative skills in a variety of activities.		Background music can be played as these skills are being developed.
- Roll an object to a moving target.	Review rolling to a stationary target. Have the children roll the ball along their arms. Have the children work in pairs: one partner is to roll the ball through a hoop that is being rolled along the floor by the other partner. Have the children work in pairs: one partner is to roll the ball at the feet of the other partner who is walking. Monkey in the Middle: A version of dodge ball with three people - the two on the ends roll the ball at the feet of the person in the middle. The one who is successful becomes the next target.	Activities can be enhanced by using a variety of small equipment to meet the objective; e.g., deck rings, sponge balls, bean bags, knotted ropes.
- Lift an object.	As for Grade 1, plus: introduce ball rhythms: two-handed lifting action. - The child lifts the ball in two hands forward and up in front of the face, and swings it back down again.	Encourage the children to have bent knees and to lift the ball, not throw it.

GRADE 2

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Bounce an object.	Hoop Rhythmics Parachute activity: Have the children raise and lower the parachute to the rhythm of the music. Have the children: 1. Explore a variety of ways of bouncing (dribbling) the ball while they are moving; e.g., high/low. 2. Bounce and then catch the ball to music. 3. Bounce a ball around obstacles (pylons), using one hand. 4. Bounce a ball into a target; e.g., hoops.	Have the children kneel and bounce using two hands. Make certain that the hands are on top of the ball and not at the sides of it when bouncing. Use fast and slow music (in 2/4 or 4/4 time) for children to interpret through high and low bouncing. Encourage children to: 1. Use one hand at a time. 2. Push the ball, not slap it. 3. Alternate hands.
- Throw an object underhand.	Have the children work in pairs and make up their own activities using a ball and one other piece of equipment; e.g., ball and bench, ball and hoop. Have the children: 1. Review throwing to themselves and throwing to a wall. 2. Form pairs and throw to a partner. 3. See how many times they can catch a ball without dropping it. 4. Throw the ball through a hoop suspended at an appropriate level. School Ball: The children start at a mark, then throw the ball against the wall. If they catch it on the rebound, they take a step back and repeat. Further and Further: The children form pairs. They throw to one another. When the ball is caught, then the catcher steps back and the activity continues.	Review/teach at the same time as catching. Instruct the children to have their hands ready as a target for the thrower. Encourage stepping into the throw with the foot opposite to the throwing arm.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Throw an object overhand.	Have the children: 1. Explore throwing the ball overhand, using each hand. 2. Throw for distance, using the dominant hand.	Use approximately 7.5 cm (3") balls. Encourage the children to: 1. Use the cross pattern step; e.g., left foot forward for a right hand throw. 2. Transfer the weight to the front foot. 3. Circle the arm from the shoulder, not the elbow. 4. Follow through, pointing in the direction of the target; exaggerate the follow-through action.
- Push an object using an implement.	As for Grade 1.	
- Pull an object.	Tug-o-war Parachute activities	
- Strike a moving object.	Have the children work in pairs with: 1. One rolling an object and the other striking it back with the hand, a small paddle or plastic bat. 2. Both striking an object back and forth that is suspended between them.	Have the children strike the object with the hand before striking it with an implement. The suspended object could be a wiffle ball, paper ball, etc. Encourage the children to: 1. Keep their eyes on the object. 2. Follow through after striking it. 3. Judge their body position in relationship to the ball; e.g., too close, too far.
- Catch an object in flight.	Have the children throw an object to themselves and catch it. Use music to stimulate a rhythmic response. Have the children practise throwing and catching a ball with a partner.	18 cm (7") ball is recommended. Encourage the children to: 1. Watch the ball in flight.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		2. Meet the ball when catching it. 3. Absorb the ball when catching it.
	Hot Potato Jog: Have the children in pairs, tossing a ball back and forth. When someone calls "hot potato," the child with the ball is "it" and must tag the other.	
- Trap an object	As for Kindergarten. Have the children run beyond the ball to stop it.	Trapping an object can be developed when teaching rolling. This activity is probably best done outside.
		
- Kick a moving ball.	Have the children: 1. Kick and chase their own ball.	Encourage children to: 1. Move in their own paths. 2. Place the non-kicking foot at the side of the ball. 3. Use the inside of the foot. 4. Take little kicks.
		
	2. Kick, chase, stop the ball, and change direction.	
10) Use balance in a variety of activities. - Dynamic	King/Queen of the Ring: Have the children: 1. Walk on an incline; e.g., a bench attached to a climbing frame. 2. Climb the climbing frame. 3. Move across a ladder on the floor and then on the climbing frame.	Any movement activity involves dynamic balance. Encourage the children to move with control.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
11) Respond rhythmically to music.	Music can be used as a main stimulus to activities, as a mood setter, or for calming down.	Music can be used to enhance activities.
b. Understand that the elements of movement are used in a variety of activities.	As for Grade 1, plus:	
1) Use space awareness and body awareness in the performance of activities.	To develop a movement education vocabulary, have the children: 1. Use different methods of locomotion, then stop and hold a shape at a high, low, and medium level. 2. Move about the room at high levels, low levels, and medium levels. 3. Move at the different levels using different shapes. 4. Move right and left, forward and backward, at different levels. 5. Crawl over and under objects that are approximate to their size.	The children should know their right from their left by this age. Key Phrases - "Can you move at a high level?" "Can you move at a low level?" "Can you move at a medium level?" Initially have the children use the floor and, then, the gymnastics equipment.
	Have the children explore space with different body parts; with different body parts leading. Have the children develop air and floor patterns: shapes, letters, numbers; print their names on the floor or in the snow.	Key Phrase - "How far can you stretch with your arm, leg, neck?
	Creative Dance: Have the children: 1. Move from one level to another without stopping. 2. Use left and right sides of the body. 3. Use specific parts to lead in various forms of locomotion.	Resource: Hap Palmer records; Joyce Boorman, Creative Dance in the First Three Grades. The teacher is to direct the variation of: speeds: fast, slow weight: heavy, light, strong movements
	4. Work in partners and pretend that various parts of the body are magnetized, drawn in the direction of an imaginary magnet.	Resource: Hap Palmer, Pretend. Use action words to stimulate children to move.

GRADE 2

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	5. Innovate projects. 6. Respond to music or sounds.	Key Phrases - "Run in slow motion; walk like a giant; be quiet as a mouse; interpret action words - pop, slither, explore, squeak."
2) Develop and use the qualities of movement.		These principles apply to all activities and should be discussed with the children when the opportunity is available.
- Weight	Have the children move about the room using light, heavy, strong, and soft movements.	Resource: Hap Palmer, Pretend.
	Creative Dance: Have the children dance a story using various weights; e.g., Little Red Riding Hood.	This can be done to suitable music. The teacher can tell a story while the music plays.
- Time	Have the children use different basic movements and explore various speeds; e.g., slowly, quickly.	Resource: Pink Panther song.
	Brownies and Fairies	
	Red Light, Green Light	
	What Time Is It, Mr. Wolf?	
	Dances: Hurry Scurry, Cshebogar	
- Flow	Have the children do three different shapes in a routine, moving smoothly from one shape to the next; e.g., bound and flexible.	
	Creative dance, using music as a stimulus	Flow is also applicable to games and dances.
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.		
a. Develop their own activities.	The children make up their own sequences using different levels (high, low, medium); speeds (fast, slow); and weights (soft, heavy, light, strong).	The teacher can discuss the elements with the children before they create their own activities.
1) Develop movement patterns and sequences using the elements of movement.	Play music and have the children express emotions or tell a story; e.g., happiness, sadness, anger.	Have the children show their creations to each other. Half the class can be the audience.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
2) Discover how to observe and analyze movement patterns and sequences.	Have the children show their routines to each other and discuss the quality of movement with the children.	Note: This is an introduction to this objective.
b. Appreciate the aesthetic quality of movement.	Have the children display their creations.	Half the class can be spectators. Encourage and praise the children so that they experience success and pride in their play/work.
- Recall and perform movement patterns and sequences.	As the children learn various dances and rhythms, they must recall and perform what they have learned.	Resource: Bryant J. Cratty: Active Learning: Games to Enhance Academic Abilities.
c. Use, interpret, and reinforce concepts from other subject areas in physical activities.	Spelling or Math Test Relay: Children, working in teams, take turns running to the end of the gym where a test is located. Each child answers a question. The team that has the least wrong and finishes first is the winner.	Have extra pencils available. Make relay teams small.
	Can You? Action words are taped on the wall. The teacher points to a word - the children must act it out. The child who is fastest and most effective in responding is the next pointer.	
	Primary Orienteering: Use symbols and numbers in orienteering.	
	Concentration: The children are on the floor in a scattered formation. One child gets up and sits behind another child, who gets up and gets behind a different child. This goes on until a child sits down behind someone who has already moved.	This is only recommended as a quieting down activity. Note: Each child is to move only once.
d. Discover the full range of movement and potential for body coordination.		Encourage the children to achieve their personal bests by asking "Can YOU jump further (faster, higher)?"
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.		
a. Understand that when the basic play urge is obtained, physical activity can be fun.		This should be one of the ultimate outcomes of each physical education class. There should be adequate time for free play and for students to be creative.

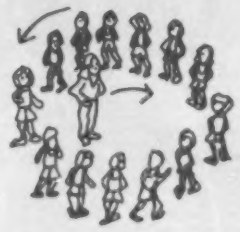
GRADE 2

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Experience success and enjoyment in learning physical activities.		
b. Understand that there is a correlation between active play and physical fitness.		When an opportunity presents itself, comment to children about how hard they have worked and what a good time they have had.
- Discover that active play improves physical fitness.		
c. Participate in the community with a sense of responsibility, confidence, and belonging.		
1) Perform activity routines for audiences.		
2) Understand the acceptable procedures and behaviour in community facilities.	Field trips: Primary orienteering Swimming Skating	Check with the personnel in charge of community facilities for rules for behaviour.
- Practise acceptable procedures and behaviour in school and community physical activities.	Dance festivals Fun runs	Talk with the children about expected behaviour prior to going to a facility. Explain the reasons for being well behaved and self-disciplined.
5. DEVELOP SAFETY AND SURVIVAL PRACTICES.		
a. Understand the importance of proper conduct in physical activity.	As for Grade 1.	Explain the reasons why certain behaviour is expected.
b. Understand the need for safe practices in physical activity.		
1) Behave safely and responsibly.	The children should be taught not to interfere with others using equipment.	
2) Dress suitably for physical activity.		Explain the proper attire to children and the reasons for wearing it. Encourage them to wear loose clothing and, for most activities, runners. Bare feet are more suitable for some activities. Check school policy on this matter.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
3) Practise appropriate safety procedures in setting up learning stations and performing in a learning environment.	Encourage the children to respect the potential danger of equipment and handle it properly.	The teacher should: 1. Indicate the number of people on a piece of equipment at one time. 2. Indicate the number of people to move a piece of equipment; e.g., bench. 3. Indicate boundaries in games and station activities.
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.		
a. Relate effectively to other people on a group and individual basis.		
1) Cooperate.	Cooperative games	Resource: The Cooperative Sports and Games Book; How to Change the Games Children Play.
	Cooperative Activities: 1. Have the children work together to set up and put away equipment. 2. The children are expected to work together on parachute activities and dances.	
2) Understand the rules and strategies of individual, dual, and low-organized team games.	Be certain to explain rules and expectations to the children prior to the activities.	Encourage the children to be honest when tagged or caught. Enforce the standards identified.
3) Exhibit habits of dependability, sharing, tolerance of others, self-confidence, and self-control.		Provide positive reinforcements and set "multiple standards" in activities.
4) Follow the rules of activities.		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The children should demonstrate an increasing ability to:		
1. DEVELOP PHYSICAL WELL-BEING.		ACTIVITIES WHICH INVOLVE CONTINUOUS VIGOROUS MOVEMENT ARE GOOD FOR CARDIOVASCULAR ENDURANCE.
a. Understand that physical activity and physical fitness are necessary to have a healthy body.	As for Grade 2, plus:	Frequent changes of activity and rest periods are advised.
1) Experience and enjoy physical fitness through physical activity.	Donkey Tag: Children work in pairs. One wears a marker or a tag tucked into the waistband of his pants which the other tries to steal to wear herself.	Give one marker to each pair of children. Old pinnies can be used for markers.
2) Maintain/develop optimal levels of physical fitness. 3) Discover that practice and more active play improve physical fitness.	Penalty Dodgeball: Have five or six balls out in the gym. The children, scattered around, throw the balls at one another. Those that are hit must pay a penalty - i.e., do two sit-ups before rejoining the game. Self-testing physical fitness activities	The results are only to be used to encourage individuals to improve. Comparison to others is not encouraged.
4) Discover and perform activities to maintain/develop muscular strength/endurance, flexibility, and cardiovascular endurance.	Crab Soccer Novelty Dance: Bunny Hop Folk Dances: - La Raspa with increased difficulty - Patty Cake Polka - Pleskava Kola Partner Touches: Partners line up on opposite ends of the gym against the wall. On a signal, both partners run to the centre line where they meet, touch hands, and then return to their original positions. Begin with repetitions of five and increase.	Use a small space and benches as goals. Have two games going at one time.

GRADE 3

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Rope skipping	
	Swimming laps	
	Continuous tag games	
	Vigorous folk dance	
	Continuous rhythmic work using a variety of locomotor skills	Have the children perform their activities while moving in a circle. Position yourself in the centre and move in the opposite direction to observe their movements. Suggested Formation:  This formation allows movement to be continuous. Specific music would be used for the activities planned.
- Muscular strength/ endurance: Abdominal	Aquatic activities Bent Leg Raise: The children lie on their backs, bring both knees as close to the chest as possible, return to a lying position, then repeat the movement.	Any exercises performed while lying on the back must be done with bent knees to avoid back problems.
	Curl-Up (Bent Knee Sit-Up): Lying on their backs with knees bent, the children curl up, raising their heads and shoulders from the mat, then touching their ankles with straight arms. They return to a lying position, then repeat.	All exercises should be done slowly and deliberately.
	Curl-Up with Folded Arms: The children lie on their backs and curl up	Over a period of time, increase the number of repetitions on all the exercises.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	- with arms folded on the abdomen and elbows grasped; - with arms on chest; - with arms behind the head.	
	Modified V-Sit: The children lie on their backs, raise their upper bodies and feet off the floor, touching their elbows to bent knees.	The children's feet should not touch the floor.
	Arm Hang and Cycle: On a climbing apparatus, chinning bar, parallel bars, or still bars, the children hang by their hands and "cycle" their legs in the air. Next, they progress to raising bent knees to their chests.	When the children are hanging, steady them with hands supporting their backs.
- Muscular strength/ endurance: Upper Body	Modified Push-ups	Encourage the children to keep their backs straight.
	Shoulder Touches: In a modified push-up position, the child alternately touches each shoulder while supporting his body weight on that hand.	
	Flexed Arm Hangs: Use any suitable apparatus.	Steady the children when doing the arm hangs. The body should be held so that the eyes are even with the bar.
	Coffee Grinder: Lying on their sides with body weight supported on one hand, the children circle around using that hand as a pivot.	
	Handstands, Crouch Jumps, Cartwheels, Horizontal ladder or bar travelling while hanging	
	Rope Climbing	

GRADE 3

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Muscular strength/ endurance: Lower Body	Step-ups	The height of the object they are stepping on should not exceed 20 cm. Too great a height can cause undue strain on the knees.
	Coffee Grinder	
	Rope Skipping: 1. Forward, backward 2. Running and skipping 3. Pepper skipping	Emphasize wrist rotation.
	Stride Jumps (Jumping Jacks)	
	Side jumps across the line	Encourage the children to keep their feet together.
	Footwork routines: 1. Stride jumps 2. Bouncing (2 foot rebounds) 3. Hopping (1 foot) 4. Skipping 5. Leaping	
- Flexibility	Hamstring Stretch: The children lie on their backs with knees bent; lift their bent legs, grasping the thighs with their hands; extend their legs and point their toes; slowly pull on their legs and hold.	All exercises should be done slowly and held. There should be absolutely no bouncing, as this can injure tissue. These positions are to be held for 5 seconds.
	Fencer's Stretch: The children lunge forward with the same arm and leg and hold.	Emphasize keeping the back straight.
	Pelvic Tilt: The children lie on their backs with bent knees, press their lower backs to the floor and hold the position for 5 seconds, then repeat the exercise.	Relate the pelvic position to good posture.
	Archilles Tendon Stretch: The children stand with their feet together, lean forward, placing their hands on the wall, then hold.	Heels are to be kept on the floor. As the children become more flexible, have them step further away from the wall.
	Quadracep Stretch: The children stand on one leg and grasp the foot of the other leg behind their backs.	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Cross Lateral Knee to Chest: The children lie on their backs, bring one knee up and across to the opposite shoulder, and hold. Bilateral Knees to Chest (Lower Back Stretch): The children lie on their backs, raise their knees to their chests, and hold them there. Butterfly: The children sit with the soles of their feet together, grasp their ankles or feet, and push down on their legs with their elbows while keeping their backs straight. The exercise should be repeated three times. Sidebends: The children stand with feet shoulder-width apart, bend to one side with the arm reaching over the ear. They should bend sideways and not on a diagonal forward, four times each side.	
- Cardiovascular endurance	Running: Wall Touches Line Touches Wind Sprints Running hard on the spot Jogging on the spot Running and jogging alternated Partner Touches: Partners line up on opposite ends of the gym against the wall. On a signal, both run to the centre line where they meet, touch hands, and then return to their original positions. Begin with repetitions of 5 and increase.	Improved cardiovascular endurance should be an end product of the overall lesson. Motivation: Run across Canada Run to Disneyland
	Circuit Training: Have the children identify what various exercises are good for. After conditioning, children can discuss with the teacher what components of fitness and body parts were involved or not involved on a given day.	Introduce the various exercises and then suggest a circuit on a particular theme. Activities such as animal imitations, or those using different pieces of equipment can be included. There should be a station for each of: 1. Muscular strength/endurance of upper body. 2. Muscular strength/endurance of lower body.

GRADE 3

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Folk Dances: C ousel Hurry Scurry La Raspa	3. Muscular strength/endurance of abdominal area. 4. Flexibility. 5. Cardiovascular endurance.
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.		
a. Understand that the basic motor skills are used in performing all activities.		
1) Use the basic locomotor skills in a variety of activities.	As for Grade 2, plus:	Crawling, walking, running, leaping, and hopping have been developed previously and are to be refined in a variety of activities.
	Relays involving the locomotor skills	Encourage the children to execute the skills correctly. (Teams should be small enough to allow for the active involvement of all children.)
	Skipping with a long rope:	
	1. Jump the Shot: One person stands in the middle of a circle and swings a rope with a bean bag tied at the end close to the floor. The players on the circumference jump over it when it comes by.	Have 4 or 5 games going on at once, with 5-6 people on the circle. Mesh ball bags can be used. Fill the bag with one or two bean bags and tie it onto the rope.
	2. Thread the Needle: Two people turn a rope and the others run through it without touching it.	
	3. Jump the Rope: Two people turn a rope and the others run in and jump before running out again.	
- Jump (1 foot to 2 feet)	Have the children:	
	1. Run and jump for distance/height and hold their balance at the end of the jump.	This leads to the jumping events in Track and Field and can be developed as an outdoor activity.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	2. Run and take off on one foot and land on two feet on a crash mat. A line can be marked for a takeoff point. 3. Explore a variety of ways in which they can use their arms to jump more effectively.	In tabloid meets, include events which encourage the children to run and jump for height. Suspend an object up above for them to try to touch. Adjustable objects allow the children to choose their own height. Encourage the children to: 1. Reach up as they jump. 2. Swing their arms down as they land. 3. Bend their knees in landing.
2) Use locomotor combinations in a variety of activities.	Review Grade 2, plus:	Galloping, sliding with a change in direction, skipping, falling, landing and rotating should have been introduced by now. These skills should be reviewed and then refined in activities.
- Rotate the body	Have the children explore different ways of rotating the body. Emphasize the forward roll and the different ways of completing the roll in a balanced position. Have them explore ways of rolling backwards. Have the children: 1. Do donkey kicks by shifting their weight onto their hands, keeping their elbows straight and kicking backwards with their feet. 2. Rock on their backs, keeping their feet tucked and hands near their ears. 3. Try to rock forward to come up on their feet without using their hands. 4. Hold a bean bag between their knees or ankles to keep their legs together. 5. Do a forward roll by crouching on a mat, tucking the head into the roll and going over.	Encourage the children when rolling forward to: 1. Bear their weight on the arms. 2. Keep their heads off the mat. An inclined plane or large sponge ball can be used to assist the children in getting momentum. Have them start at a higher level and roll to a lower level. Encourage the children to: 1. Touch their chins to their chests. 2. Push off with both feet.
- Jump and turn	Jump and turn: On the floor or off apparatus, have the children do a: - 1/4 turn	Encourage the children to land with control.

GRADE 3

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	- 1/2 turn - 3/4 turn	
3) Use non-locomotor skills in a variety of activities.		Swinging, swaying, lifting, turning have been developed previously and are to be refined in a variety of activities.
4) Combine and use locomotor and non-locomotor skills in performing a variety of physical activities.	Have the children create: 1. Movement sequences, combining three or more locomotor skills. 2. Movement sequences, combining three or more non-locomotor skills. 3. Movement sequences, combining the locomotor with the non-locomotor skills, e.g., running, leaping, landing in a balanced position. 4. Movement sequences which incorporate swinging, swaying, lifting, and turning on gymnastics equipment. Folk Dances: Crested Hen Green Sleeves Klumpakojis Nixie Polka	See Grade 2 for a list of locomotor and non-locomotor skills. All of these can be done with music. Activities can be done using an exploration method or they can be teacher directed.
5) Use basic manipulative skills in a variety of activities. - Bounce an object.	See Grade 2 for review. As for Grade 2, plus: Dribbling a ball with eyes closed Dribbling a ball with eyes looking about the room Rhythmic work with balls and music Dribbling balls while walking backwards, forwards; running; sliding; skipping Dribble Tag: Each child dribbles a ball and tries to tag another with his free hand. Each one keeps track of the number of children tagged.	Rolling, lifting, pushing, pulling have been introduced and are to be refined in a variety of activities. 18 cm (7") balls are recommended. The right and the left hand should be used. A ball routine can be made up: 1. Bounce - catch (2 hands); bounce - catch (2 hands); bounce - bounce - bounce. 2. From a kneeling position, bounce with the right hand (start front) 4 times to move the ball to the right and 4 times to front again. Repeat left. Progress to standing.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Throw underhand and catch.	As for Grade 2, plus refine by having the children in pairs playing catch.	7.5 cm (3") balls are recommended.
	Ball Gymnastics: Have the children:	Bean bags and hoops can also be used.
	1. Working in pairs, keep in time to the music while mirroring the action of the other person.	
	2. Working alone, toss and catch a ball to themselves while bending their knees to the music.	2/4 or 4/4 time
	3. Working in pairs, with one ball between them, follow this sequence: bounce the ball to themselves, catch, squat, and roll it to the partner who repeats the movement.	4/4 time
- Throw overhand.	Review Grade 2, plus refine the skill. Increase the distance to be thrown and decrease the size of the target.	Use a softball backstop with hoops tied at various levels; best used as a station activity.
- Strike a moving object.	Review Grade 2, plus:	
	Danish Rounders	The batter bounces the ball and strikes the ball with the hand.
	Variation: Once the ball is caught, the fielding team lines up behind the fielder. If the team is lined up before the runner crosses home, then the runner is out.	
	Variation: Use a batting T to hit a ball off.	A pylon can serve as a batting T.
		Encourage the children to:
		1. Watch the bat hit the ball. 2. Have their hands together on the bat. 3. Have feet parallel and shoulders square to the T.
	4 Square	
	Bounce Net Ball: The children strike the ball back and forth over the net, allowing it to bounce.	Benches can be used in place of a net.
	Keep It Up	Use a beach ball or balloon. Have small teams of not more than six.

GRADE 3

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Catch an object in flight.	Review Grade 2, plus: Keep Away	Students are not to take more than three steps with the ball. Encourage the children to pass the ball slightly ahead of the receiver.
	Ball Rhythmics: Have the children: 1. Toss the ball, do a 1/2 turn, then catch it. 2. Toss the ball higher and forward and then run and catch it. 3. Bounce first to themselves and catch it, then throw to a partner, who repeats the sequence.	Resource: Kimbo's Ball Gymnastic record. Encourage the children to: 1. Toss a high arc. 2. Reach out to meet the ball with both hands. 3. Absorb the force.
- Kick and trap a moving object.	Have the children in pairs: 1. One partner rolls the ball and the other practises the various trapping techniques; e.g., under foot, inside foot, shin. 2. One partner kicks the ball and the other practises the trapping techniques. The inside of the foot should be used.	
	Circle Trap: The children inside the circle try to kick the ball outside the circle. The children on the circle use trapping techniques to prevent the ball from going outside.	Recommend group size of six to eight.
	Soccer Keep Away	
	Soccer Softball	
6) Use balance in a variety of activities.		
- Dynamic balance	Have the children, working individually or with partners, use locomotor skills on balance benches.	Movement sequences can be done; e.g., "walk - walk - walk - stretch - bend - turn."

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Static balance	Have the children take their weight on different parts of the body. Have them explore different ways of bearing weight on parts other than the feet. Shoulder Stands (bicycle position) Modified V Sit with knees bent Teddy Bear Stand	Key Phrases - 1. "How many ways can you take your weight on your hands?" 2. "How long can you hold a balance?" 3. "Can you move from one balance position together?" Have the children hold balance positions with a partner, with one or two body parts touching. Encourage the children to: 1. Form a triangle with their foreheads and hands. The head is at the apex. O head X X hands 2. Move their body weight forward by walking up to their hands with short steps. 3. Put their knees on their elbows.
7) Respond rhythmically to music.	Music can be used as the main stimulus for activities, as a mood setter, or for calming down.	Use music to enhance activities.
b. Use the elements of movement in physical activity. 1) Use space and body awareness in the performance of activities. -Twist	Have the children: 1. Explore movements involving twisting. 2. Hold their feet stationary and twist their bodies.	Definitions: Twist: The movement of a part of the body while the rest of the body remains stationary.

GRADE 3

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	3. Twist so that one part of the body moves in opposition to another part; e.g., upper body going one way and the lower body going in the other direction.	Turn: A rotation of the body around an object or a body part. Indicate the difference between a twist and a turn.
- Turn	Have the children: 1. Explore movements involving turning. 2. Do a 1/4 turn, 1/2 turn, 3/4 turn, full turn. Folk Dance: Troika Game: Streets and Roads	Use walls to assist in directionality. Have the children focus on a spot for space orientation.
2) Develop and use the qualities of movement.		
- Flow	Have the children explore smooth and jerky movements. Have the children practise moving in slow motion.	Music can be used to encourage various patterns of flow.
3) Explore working in relationship with others.	Review weight, speed, flow, direction, levels, and shapes by having the children move individually to create sequences.	The children have been taught: 1. Weight: to be heavy, light, or strong when moving. 2. Speed: to move at a fast, slow, or medium speed. 3. Flow: to move smoothly or jerkily through space or in their own space. 4. Levels: to move in high, low, and medium planes. 5. Directions: to move up, down, forward, backward, sideways. 6. Shapes: to be curled, stretched, twisted.
- Match	Have the children work in partners to develop matching. 1. Partners touch right hand to right knee.	Definition: Matching: Students face the same direction and duplicate the exact movement and shape of their partners.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	2. Partners touch left elbow to right knee. 3. Partners touch right hand to right ankle.	
	Follow the Leader	The teacher should lead initially. Watch for exactness of movement.
	Follow That Cab: Children sit on the floor in random formation. One person selects another to follow his exact pattern, weaving in and around the others. Two couples can later move at the same time.	The children sitting are to watch for the exact patterns. Note: This is a quieting down game.
- Mirror	Have the children work in partners to develop mirroring: 1. Creative dance 2. Educational gymnastics 3. Clap dance: Patty Cake Polka 4. Dodge and Mark	Definition: Mirroring: Students face each other and perform the same movement. An overhead projector can be used to cast a shadow of one child on the wall. The other children try to match it. Use the whole width of the gym.
- Contrast	Have the children work with partners to develop contrast: 1. Speed: One partner creates a fast movement, the other a slow one. 2. Level: One partner moves on a high plane, the other on a low.	The same creative responses can be made by using varying shapes and weights.
- Over and under	Have the children choose partners and follow these directions: 1. Be over a partner, be under a partner, be around a partner. 2. Show different ways of being under, over, and around a partner. Have the children explore ways of moving over and under on large or small equipment.	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Meet and part	Have the children in pairs or in a small group: 1. Explore meeting and parting, moving through space. 2. Explore meeting and parting with body segments. Rockets and Astroids: A game of astroid building in which four captains, stationed at points on the outside of a circle, raid the centre where the rest of their classmates are clustered. Those in the middle cannot stand up but must hold together in some way as if by gravity. On "go" the captains go to the middle to try to pull the students back to their stations. Those children that are relocated must "stick" together and not pull apart. Captains can try to steal from each other when the stations are left unguarded. When the middle is empty, the station with the most children wins. Sisters and Brothers	A drum or tambourine can be used to signal different movements: a soft sound for converging; a loud bang for drawing back.
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY. a) Develop their own activities. 1) Develop movement patterns and sequences using the elements of movement.	Have the children in partners and small groups: 1. Make up movement routines for gymnastics. 2. Make up their own dances. 3. Make up games using equipment.	Use folk dance music, popular music, and semi-classical music.
2) Discover how to observe and analyze movement patterns and sequences. b. Appreciate the aesthetic quality of movement.	Have the children show their games, dances, and routines to one another, and then discuss the use of the elements of movement with them.	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
Recall and perform movement patterns and sequences.	As the children learn various activities, they are to recall and perform what they have learned.	Mirror, match, contrast, over and under, meet and part are now elements to be recalled.
c. Perform activities which use, interpret, and reinforce concepts in other subject areas.	As for Grade 2, plus: Folk dances and games from various countries being studied Music suitable for creative dance from music lessons	Maintain continuous contact with the classroom teacher to determine areas which are suitable for integration.
d. Discover and perform to the best of their ability.		Encourage the children to achieve a level of performance which gives them the most satisfaction.
e. Respond to rhythm and music.	Use music and rhythm to enhance activities.	Music can be used as the main stimulus in activities, as background stimulus, as a mood setter, or for calming down.
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.		
a. Understand that when the basic play urge is attained, physical activity can be fun.		This should be one of the ultimate outcomes of each physical education class. Provide sufficient time for free play and for students to be creative.
- Experience success and enjoyment in learning physical activities.		Plan activities and movement experiences that will provide challenge and success for children of different levels of achievement.
b. Understand that there is a correlation between active play and physical fitness.		When an opportunity presents itself, comment to the children about how hard they have worked and what a good time they have had.
- Discover that active play improves physical fitness.		
c. Participate in the community with a sense of responsibility, confidence, and belonging.		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
1) Perform activity routines for audiences.		
2) Understand the acceptable procedures and behaviour in community facilities.	Field trips: Primary Orienteering Skating Swimming	Check with the personnel in charge of community facilities for rules for behaviour. Resource: Red Cross and Royal Life Saving Society. Extracurricular activities: folk dance festivals, field days, tabloids.
- Demonstrate acceptable procedures and behaviour in school and community physical activities.		Talk with children about expected behaviour prior to going to a facility. Explain why it is expected.
5. DEVELOP SAFETY AND SURVIVAL PRACTICES.		
a. Understand the need for safe practices in physical activity.		Explain the reasons why certain behaviour is expected.
1) Behave safely and responsibly.	Children should not interfere with another child who is using equipment.	
2) Dress suitably for physical activity.		Explain the proper attire to children and the reasons for wearing it. Encourage them to wear loose clothing and, for most activities, runners. Bare feet are more suitable for some activities. Check school policy on this matter.
3) Practise appropriate safety procedures in setting up learning stations and performing in a learning environment.	Encourage children to respect the potential danger of equipment and handle it properly.	The teacher should: 1. Indicate the number of people on a piece of equipment at one time. 2. Indicate the number of people to move a piece of equipment; e.g., bench. It is important that the children know where equipment goes and that they put it away after use.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.		
a. Relate effectively to other people on a group and individual basis.		Encourage community and family involvement in physical recreation projects; e.g., fitness nights, physical activity week.
1) Cooperate.	Cooperative games The children should work together to set up and put away equipment. The children should work together on parachute activities and dances. The children should make up their own games, sequences, and dances.	Resource: The Cooperative Sports and Games Book. Encourage the children to share their ideas and work together.
2) Follow the rules and use strategies of individual, dual, and low-organized team games.	Be certain to explain rules and expectations to the children prior to the activities.	Encourage the children to be honest when tagged or caught. Enforce the standards identified. Provide positive reinforcements and set "multiple standards" in activities.
3) Exhibit habits of dependability, sharing, tolerance of others, self-confidence, and self-control.		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The children should demonstrate an increasing ability to:		
1. DEVELOP PHYSICAL WELL-BEING.		ACTIVITIES WHICH INVOLVE CONTINUOUS, VIGOROUS MOVEMENT ARE GOOD FOR CARDIOVASCULAR ENDURANCE.
a. Understand that physical activity and physical fitness are necessary to have a healthy body.	Donkey Tag: Children are to work in pairs. One wears a marker or flag in the waistband of his pants. The other tries to steal the tail from the donkey and wear it herself.	Give one marker to each pair of children. Markers can be pinnies or old neck ties.
1) Experience and enjoy physical fitness through physical activity.		
2) Maintain/develop optimal levels of physical fitness.	Penalty Dodgeball: Have five or six balls out in the gym. The children, scattered around, throw the balls at one another. Those that are hit must pay a penalty - i.e., do five sit-ups before rejoining the game.	Encourage the children to throw the balls quickly.
3) Discover that practice and more active play improve physical fitness.	Self-testing activities for physical fitness	Use these results only to encourage individual improvement. Do not compare to others.
4) Discover and perform activities to maintain/develop muscular strengtn/endurance, flexibility, and cardiovascular endurance.	Crab Soccer	Use a small space and benches as goals. Have two games going at one time.
	Novelty Dance: Bunny Hop	
	Folk Dance: La Raspa Patty Cake Polka Cumberland Square	
	Dribble Tag: Each child dribbles a ball and tries to tag other children with his free hand. Each one keeps track of the number of children tagged.	
	Catch-One-Catch-All: One child chosen to be "it" tags another child who also becomes "it." Each child tagged must raise a hand. An immunity can be added; e.g., if a child does a "teddy bear" stand, he/she can't be tagged.	

GRADE 4

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Couple Tag: "It" tags a child; they form a couple. On tagging another child, they stay as a group of three. On tagging a fourth child, they split and form two couples. The game continues until all children are paired off. Hurry, Hurry, Hurry: Command game. The teacher can say: "Hurry. Hurry, Hurry, to the mats," etc. Obstacle Course Set a time limit and challenge the students to run as many laps as possible. Parlauf Running (continuous relay)	When designing an obstacle course, be certain to include activities for each of the following: arms, legs, and abdominals. Students should be encouraged to do longer distances as the year progresses. Use 100 km clubs, badges, class and school challenges (run to Disneyland, run across Canada).
	Tunnel Ball: The children, in groups of four or five, line up side by side and hold push-up positions. The last person gets up, runs to the other end of the line, and rolls a ball through. The team must hold the push-up position until everyone has rolled the ball. Bean Bag Scramble: Teams of two or three are stationed at spots an equal distance from the centre of the gym. On "go" a child from each team runs to the centre to grab a bean bag and take it to their spot and put it down. Then the next person goes, etc.	A variation is to have the children use scooters. Use different locomotive skills.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Muscular strength/ endurance: Abdominal	Aquatic Activities Bent Leg Raise: The children lie on their backs, bring both knees as close to the chest as possible, return to a lying position, then repeat the movement. Curl-Up (Bent Knee Sit-Up): Lying on their backs with knees bent, the children curl up, raising their heads and shoulders from the mat, then touching their ankles with straight arms. They return to a lying position, then repeat. Curl-Up with Folded Arms: The children lie on their backs and curl up - with arms folded on the abdomen and elbows grasped; - with arms on chest; - with arms behind the head. Modified V-Sit: The children lie on their backs, raise their upper bodies and feet off the floor, touching their elbows to bent knees. 	Any exercise performed while lying on the back must be done with bent knees to avoid back problems. All exercises should be done slowly and deliberately. Over a period of time, increase the number of repetitions on all the exercises.
- Muscular strength/ endurance: Upper Body	Arm Hang: On a climbing apparatus, chinning bar, parallel bars, or still bars, the children hang by their hands and raise bent knees to their chests. Modified Push-ups 	When the children are hanging, steady them with hands supporting their backs. Encourage the children to keep their backs straight.

GRADE 4

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Muscular strength/ endurance: Lower Body	Shoulder Touches: In a modified push-up position, the child alternately touches each shoulder to the floor while supporting his body weight on that hand.	
	Flexed Arm Hangs: Use any suitable apparatus.	Steady the children by supporting their backs with your hands. The body should be held so that the eyes are even with the bar.
	Coffee Grinder	
	Rope Climbing	
	Step-ups	The height of the object they are stepping on should not exceed 20 cm. Too much height can cause undue strain on the knees.
	Coffee Grinder	
	Rope-Skipping Activities: 1. Forward, backward 2. Running and skipping 3. Pepper skipping	Emphasize wrist rotation.
- Flexibility	Stride Jumps (Jumping Jacks)	
	Side jumps across the line	Encourage the children to keep their feet together.
	Suggested Exercises:	
	Hamstring Stretch: The children lie on their backs with knees bent; lift their bent legs, grasping the thighs with their hands; extend their legs and point their toes; slowly pull on their legs and hold.	All exercises should be done slowly and held. There should be absolutely no bouncing, as this can injure tissue. These positions are to be held for 5 seconds.
	Fencer's Stretch: The children lunge forward with the same arm and leg and hold.	Emphasize keeping the back straight.
	Pelvic Tilt: The children lie on their backs with bent knees, press their lower backs to the floor and hold the position for 5 seconds, then repeat the exercise.	Relate the pelvic position to good posture.
	Archilles Tendon Stretch: The children stand with their feet together, lean forward, placing their hands on the wall, then hold.	Heels are to be kept on the floor. As the children become more flexible, have them step further from the wall.

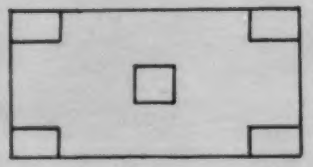
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Quadracep Stretch: The children stand on one leg and grasp the foot of the other leg behind their backs. Cross Lateral Knee to Chest: The children lie on their backs, bring one knee up and across to the opposite shoulder, and hold. Bilateral Knees to Chest (Lower Back Stretch): The children lie on their backs, raise their knees to their chests, and hold them there. Butterfly: The children sit with the soles of their feet together, grasp their ankles or feet, and push down on their legs with their elbows while keeping their backs straight. The exercise should be repeated three times. Sidebends: The children stand with feet shoulder-width apart, bend to one side with the arm reaching over the ear. They should bend sideways and not on a diagonal forward, four times each side.	
- Cardiovascular endurance	Running: Wall Touches Line Touches Wind Sprints Running hard on the spot Jogging on the spot Running and jogging alternated	Improved cardiovascular endurance should be an end product of the overall lesson. Motivation: Run across Canada Run to Disneyland
	Partner Touches: Partners line up on opposite ends of the gym against the wall. On a signal, both run to the centre line where they meet, touch hands, and then return to their original position. Begin with repetitions of five and increase. Skipping Swimming laps Continous tag games	

GRADE 4

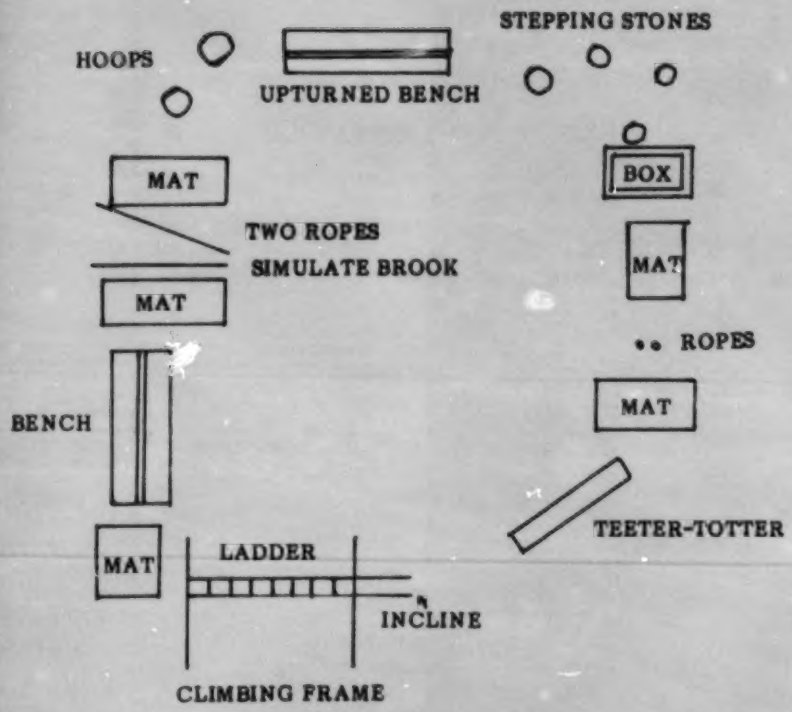
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Vigorous folk dance Continuous rhythmic work using a variety of locomotor skills	Have the children do these activities while moving in a circle. Position yourself inside and move in the opposite direction to observe their movements. Suggested Formation: This formation allows movement to be continuous. Specific music should be used for the activities planned.
	Circuit training	Introduce the various exercises and then suggest a circuit on a particular theme. Activities such as animal imitations or those using different pieces of equipment can be included. There should be a station for each of: 1. Muscular strength/endurance of upper body 2. Muscular strength/endurance of lower body 3. Muscular strength/endurance of abdominal area 4. Flexibility 5. Cardiovascular endurance Have the children identify what various exercises are good for. After conditioning, the children can discuss with the teacher what components of fitness and body parts were involved or not involved on a given day.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM. a. Understand that the basic motor skills are used in performing all physical activity. 1) Use the basic locomotor skills in a variety of activities.	Low-organized games Folk Dance: Troika Lead-up games for team handball and soccer; e.g., line soccer, pin handball, and three-and-in Modified games; e.g., five or seven a side soccer Creative dance: individual, partner or group work Relays Tag games Large equipment activities using the vaulting box, balance bench Have the children develop movement sequences. Rhythmic running routines Gymnastic floor exercises <u>Rope-Skipping Activities (short ropes)</u> 1. Step-hop while skipping 2. Combine run - run - run - step - hop - step - hop (step-hop is on the spot) 3. Individual variations; e.g., cross arm, sideways <u>Four-Corner Dodge Ball</u>: Place one mat in each corner of the gym and four benches forming a square in the centre of the gym.	Crawling, walking, running, leaping, hopping, and jumping have already been introduced and should be refined in a variety of activities. Encourage the children to cross their arms across their chests, with their hands extending beyond their shoulders.

GRADE 4

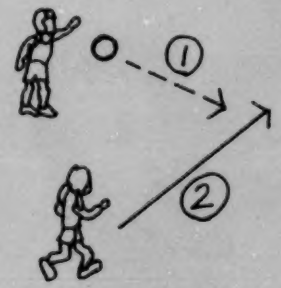
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	 Divide students into five equal groups (four on the mats and one in the square). On "go" the children must run in a specified direction to the next mat. The children in the centre throw balls at the runners and must hit them below the waist. Those that are hit join the group in the centre square. Team Dodge Ball (French Dodge Ball)	
-Dynamic balance	Do activities where students are off balance and must regain balance: - Balance on a teeterboard. - Roll down an incline.	
-Balanced Shapes	<u>Balance Beam and Bench Activities</u>: Walking forward and backward, sideways; galloping and turning. <u>Around the World</u>: Arrange a series of activities in a circuit. The children travel around it, one behind the other, maintaining their balance.	

AROUND THE WORLD



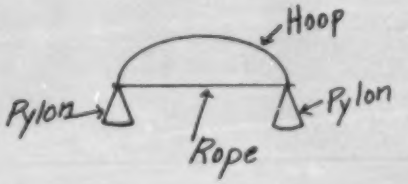
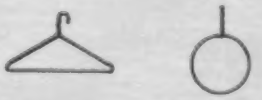
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Bars and Rings: Rolling over the bars; skinning the cat on the rings.	
2) Perform and use basic non-locomotor skills in a variety of activities.	Rhythmic Gymnastics	Swinging, swaying, lifting, and turning have already been introduced and are to be refined through a variety of activities.
3) Use basic locomotor combinations in a variety of activities.	Creative Dance	Skipping, galloping, stopping, starting, sliding, changing directions, falling, landing, and rotation have been introduced previously.
- Rotate the body.	Explore/review various ways of rolling. Suggested Progressions for Backward Roll: 1. Rocking backwards and forwards while laying on the back 2. Touching toes on the floor behind the head 3. Pushing off the floor with the hands Have the children explore variations; e.g., backward roll from a crouch position.	
	Have the children experiment with forward and backward rotation on apparatus; e.g., rotating around bars, on climbing ropes.	Ropes, rings, and box may be used.
4) Combine and use locomotor and non-locomotor skills in performing a variety of physical activities.	Have the children create: 1. Movement sequences, combining three or more locomotor skills. 2. Movement sequences, combining three or more non-locomotor skills. 3. Movement sequences, combining the locomotor with the non-locomotor skills; e.g., running, leaping, twisting, landing. 4. Movement sequences using the skills outlined in the Notes to Teachers across from 3) above on gymnastics equipment.	All of these can be done with music. Activities can be either student directed to encourage exploration or teacher directed.

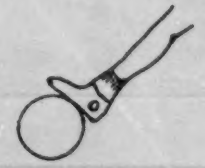
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Folk Dances: Norwegian Mountain March Man in the Hay Virginia Reel	
5) Use basic manipulative skills.		Rolling, lifting, pushing, and pulling have already been developed.
- Bounce an object.	Have the children: 1. Dribble the ball with either hand. 2. Dribble the ball around obstacles. 3. Experiment with dribbling at various levels and at various speeds.	Encourage the children to: 1. Push the ball softy. 2. Spread their fingers.
	Ball Gymnastics: Have the children: 1. Bounce in time with the music using different rhythms; e.g., two slow bounces, three quick bounces. 2. Bounce the ball high, turn, and catch it. 3. Bounce the ball high, do a large arm circle, and then catch it.	These exercises incorporate body movements and locomotion.
	Relays	
	Suicide Dribble: Half the class dribbles N-S and the other half E-W.	The children must dribble with control.
	Dribble Tag	
- Pass an object.	Have the children work in partners to: 1. Discover a number of different styles of passing. 2. Pass the ball using two hands. 3. Pass the ball using one hand.	
	Incorporate these skills in Keep-Away.	
	Circle Pass	
	25 Passes: Six children standing in a circle must keep the ball in motion by passing it across the circle. The ball can't be returned to	This can be done competitively, by having the first team finished sit down.

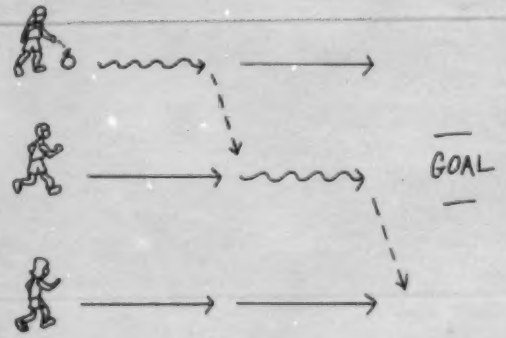
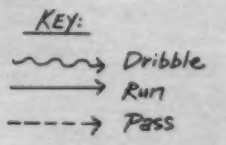
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	the passer and the passer cannot pass the ball to the people next to him/her. Hot Potato Drill: Two children pass the ball back and forth. It is important that the passer be stationary and the receiver be moving.  	Encourage the children to: 1. Step into the pass. 2. Control the pass. 3. Follow the pass through. Encourage the children to pass to a space.
- Throw and catch.	Have the children throw overhand: 1. To a stationary target/person. 2. To space. 3. For distance. Team Handball Lead-ups Ten Catch Keep-Away: Divide the class into two teams. The object is to pass the ball ten times without the opposition getting the ball. Ten consecutive catches equal one point.	The children will have to have time to adapt to different sizes, weights, and shapes of balls; e.g., softball, football, team handball. Encourage the person catching to provide a target at varying positions. Note: For safety reasons, the children are not to retrieve the balls until all the balls have been thrown.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Catch an object in flight.	Have the children throw underhand to: 1. A target/partner. 2. Practise pitching to a batter. Have the children work in partners: 1. Catch balls thrown at various levels - high, low, rolling. 2. Catch balls using an implement; e.g., scoop, softball glove. 3. Play 500 and up. Players earn the following points for balls caught. Game is 500 points. 100 for fly 75 for one bounce 50 for two bounces 25 for a ground ball T-Ball Yards: This game is played with two teams, two goal lines, and a football. The object is to throw or kick the ball over the opponent's goal line and have it hit the ground which gains the team a point. A ball that hits the ground is thrown from that point. One that is caught is thrown from a point three large steps away - toward the goal line. Game ends with a set time or points. Any game involving throwing any sized or shaped balls Ball Rhythmics Goalkeeping for soccer	Use fun balls and plastic bats. Have children in groups of no more than four. Use different sized balls; e.g., softball, soccer ball, football. Discuss the position of the hands - above the waist, below the waist - and the position of the body in relationship to the rolling ball. Use batting T's and set up more than one area or use as a station activity. Pylons can be used instead of the T's. Encourage the children to: 1. Use their chests to cushion the impact. 2. Reach up for a high ball and pull it down to the chest. 3. Give with the ball.

GRADE 4

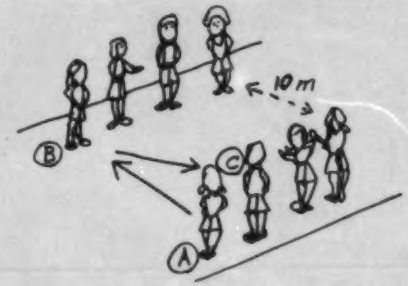
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Strike an object.	Have the children: 1. Learn the elements of batting: - Grip - Stance - Swing - Follow-through 2. Bat a ball off a T. 3. Play a pitch-and-hit game. 4. Play: T-Ball or speed-up softball as a culminating activity.	Encourage the children to keep their eyes on the ball. Suggest that teacher does the pitching.
	Modified Handball (one wall)	
	Modified Paddle Racquet Ball (one wall)	
	Floor Ping Pong: Have the children play singles or doubles. The ping pong ball must pass above the rope and below the hoop.  	Break a hoop in half and place each end in a pylon on the floor. Stretch a rope across as shown in the diagram and secure the ends. Regular ping pong paddles, balls, and rules are used. The game can be played with or without scoring.
	Tin Can Cricket	
	Paddle tennis over benches	
	Modified Badminton	Racquets may be homemade using hangers and nylon stockings. Mold a hanger to a circle shape and straighten the hook. Pull a nylon stocking over the hanger and tape to the handle. Use indoor golf balls. 

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Soccer Heading (using the head to strike the ball): Have the children: 1. Hold the ball in two hands in front of them and at eye level; pull the ball back to their foreheads; nod their heads forward to strike the ball with their foreheads. 2. Work with partners, tossing the ball to "head" it. 3. Move forward, sideways, and backward as the heading skill is practised.	Encourage the children to keep their eyes on the ball throughout the process. Start with a lighter ball before using a soccer ball.
- Kick and trap a moving object.	Have the children work in pairs: 1. One partner tosses the ball and the other practises the various trapping techniques; e.g., using the sole of the foot, the inside foot, the shins. 2. One partner kicks the ball and the other practises the trapping techniques using the inside of the foot.	Encourage greater emphasis on the technique of trapping. Encourage the children to use the: 1. Sole of foot, being certain that the foot forms a wedge.  2. Inside of the foot, bending the leg so a wedge is formed by the leg.
	Circle Trap: The children inside the circle try to kick the ball outside the circle. Those on the circumference use trapping techniques to prevent the ball from going outside. Soccer Keep Away Soccer Softball	Encourage the children to pass the ball above their heads and to the side so the trapper must move.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Trap an object with an implement.	Have the children use implements to: 1. Pass to one another and practise stopping/trapping the object. 2. Move to meet the object, passing forward and to each side, when trapping. 3. Use these skills in floor hockey or broom ball.	Have the children in pairs or small groups. Be certain that the children move to meet the object.
- Push a pass with an implement.	This is similar to pushing a pass with the feet. The children can go to a goal in two's or three's, passing back and forth, then shooting for the goal.	This skill leads into hockey, ringette, and field hockey, which are taught at upper grade levels.
		
	Have the students use these skills in floor hockey and broom ball.	
- Dribble the ball with the feet to avoid obstacles in the pathway.	Have the chidren: 1. Dribble by themselves - anywhere in the gym or on the field. 2. Dribble around pylons. 3. Dribble with an opponent who is stationary. 4. Dribble with an opponent on the defense. 5. Use these skills in soccer lead-up games or soccer.	Encourage the children to: 1. Use the inside of their feet. 2. Keep <u>control</u> of the ball and avoid collisions. Stress to the children that they must watch where they are going. 3. Vary the speed of dribbling, but retain control at all times. If dribbling dominates the game, put restrictions on the amount of dribbling permitted.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Dribble the object with either side of an implement to avoid obstacles in the pathway.	Practice should culminate in floor hockey.	
6) Use balance in a variety of activities.		
- Static balance	Have the children explore: 1. Taking their weight on their hands. 2. Taking their weight on different parts of their bodies, on the floor, and on equipment.	Possible outcomes: 1. Front support 2. Rear/back support 3. Stride support 4. Underarm support 5. Cross support
	Have the children explore positions which can be used to start and finish a routine. Creative Dance: Have the children incorporate held positions into dances.	
7) Respond rhythmically to music.	Music can be used as the main stimulus for activities, as a mood setter, or for calming down.	Music can be used to enhance many activities.
b. Use the elements of movement in performing physical activities.		The children have been taught: 1. Weight: to be heavy, light or strong when moving. 2. Speed: to move at fast, slow or medium speeds. 3. Flow: to move smoothly or jerkily through space or in their own space. 4. Levels: To move in high, low, and medium planes. 5. Directions: to move up and down, forward, backward, sideways. 6. Shapes: to curl, stretch and twist.
	Have the children in partners and small groups, working on mirroring, matching, contrasting, over and under, meeting and parting --	The children can work to music and/or use large equipment for routines.

GRADE 4

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	1. On the floor. 2. On equipment.	The quality of movement <u>becomes</u> very important. Encourage the children to be conscious of one move <u>flowing</u> into the next movement.
	Creative Dance Educational Gymnastics Rhythmic Gymnastics	<u>Resource</u>: Mary Joyce, <u>First Steps in Teaching Creative Dance</u>; Joyce Boorman, <u>Creative Dance in the First Three Grades</u>.
	<u>Memory Movement</u>: Have the children in two groups, facing each other, across the gym.	Recommend about four to a group.
	 A moves toward B using one form of movement. B then moves toward C using A's movement pattern to go halfway and a pattern of her own choice for the last half. C then must do B's movement, plus one of his own.	Good for gymnastics routines and for creative dance.
	Review weight, speed, flow, direction, levels, and shapes by having the children move <u>individually</u> to create sequences.	Matching, mirroring, contrasting, meeting, and parting; and moving over, under, and on have already been taught.
- Work in relationship with others.	Have the children work with partners or in small groups - matching, mirroring, contrasting, meeting and parting; moving over, under and on. Have them: 1. Select an idea (story), music, small or large equipment.	This can be done using music, large or small equipment for creative dance or educational gymnastics.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	2. Decide as a group how they can best express their ideas. 3. Create an expression of their ideas. Movement Sentences: Children are positioned in groups of three or four. The first child creates a movement, the second child does that first movement, plus adds one of his/her own. This continues until each child has contributed a movement. As a culmination, the whole group performs a dance.	
	Machines: Groups of students are to create a machine by coordinating their own movements to represent the machine's moving parts.	Various expectations can be put on the machine; e.g., to produce something.
	Pass the Invisible Object: The children pass and catch an invisible object which is light or heavy.	
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY. a. Develop their own activities. 1) Develop movement patterns and sequences utilizing the elements of movement.	The children act as mannequins; a partner moves various body parts to form different shapes.	
	Have the children, in partners and small groups, make up gymnastics and dance routines or games using equipment.	Use folk dance music, popular music, and semi-classical music.
2) Discover how to observe and analyze movement patterns and sequences. b. Appreciate the aesthetic quality of movement.	Have the children show their games, dances, and routines to one another, and then discuss the use of the elements of movement with them. When the children display their creations the others are to analyze and discuss: 1. Beginnings and endings 2. Development of the theme 3. Organization 4. Unique, interesting aspects 5. Effectiveness of movement elements used	Poems, pictures, and percussion instruments can be used for other forms of stimulation.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	6. Flow of movement 7. Quality (e.g., amplitude, continuity, full range of movement, and precision)	
- Recall and perform movement sequences.	As the children learn the various activities, they must recall and perform what they have learned. Teach the children a specific routine.	The routine should incorporate the skills and movement the children have learned.
	Memory Movement	
c. Perform activities which use, interpret, and reinforce concepts from other subject areas.	The children are in groups of five. Each child has two numbers (0-9). When a multiplication question is flashed, the children whose numbers are represented in the answer perform a task.	Maintain continuous contact with the classroom teacher to determine those areas which are suitable for integration.
	Score Orienteering	
	Inuit Games	
d. Discover and perform to the best of one's ability.	Self-testing exercises and activities	Encourage the children to achieve the level which gives them the most satisfaction.
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.		
a. Understand that when the basic play urge is retained, physical activity can be fun.		This should be one of the ultimate outcomes of each physical education class. There should be adequate time for free play and for students to be creative.
- Experience success and enjoyment in learning physical activities.		
b. Understand that there is a correlation between active play and physical fitness.		When an opportunity presents itself, comment to the children about how hard they have worked and what a good time they have had.
- Discover that active play improves physical fitness.		
c. Participate in the community with a sense of responsibility, confidence, and belonging.		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
1) Perform activity routines for audiences.		Audiences can be other children, teachers, the principal, parents, or the general public.
2) Demonstrate acceptable procedures and behaviour in school and community physical activities.	Field Trips: Primary Orienteering Skating Swimming	Check with the personnel in charge of community facilities for rules for behaviour. Resource: Red Cross and Royal Life Saving Society. Extracurricular Activities: Folk dance festivals, field days, tabloids. Talk with children about expected behaviour prior to going to a facility. Explain why it is expected.
3) Know the responsibilities and qualities of good leaders.	The children can assist one another in learning through reciprocal teaching. The children can be game officials. The children can assume responsibility for: 1. Equipment cupboard 2. Pinnies 3. Refereeing	If squads are used, change squad leaders frequently. The teacher should be aware of the strong desire of the child to assume responsibility at this level.
5. DEVELOP SAFETY AND SURVIVAL PRACTICES.		
a. Understand the need for safe practices in physical activity.		
1) Behave safely and responsibly.	The children should not interfere with another child using equipment.	Explain the reasons why certain behaviour is expected.
2) Dress suitably for physical activity.		Explain the proper attire to children and the reason for wearing it. Encourage them to wear loose clothing and, for most activities, runners. Bare feet are more suitable for some activities. Check school policy on this matter.
b. Understand that physical activity is a means of coping with stress.		

GRADE 4

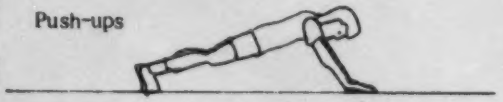
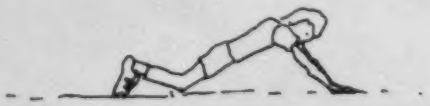
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Discover, by participating, that vigorous physical activity and relaxation help let off steam.	Have the children: 1. Tense and relax parts of their bodies. 2. Breathe deeply. 3. Lie and relax with soft background music. 4. Do yoga-type exercises. 5. Inhale, stretch up and reach as high as possible while standing; exhale and collapse the body from the waist down like a rag doll. 6. Hold a stationary push-up position and collapse. Discuss relaxation, exercise, and stress with the children.	Avoid exercises which may cause back problems. See the section on Fitness. Mats should be used.
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES. a. Relate effectively to other people on a group and individual basis. 1) Cooperate.	Cooperative Games <u>Cooperative Activities</u>: Have the children: 1. Work together to set up and put away equipment. 2. Work together on parachute activities and dances. 3. Make up their own games, sequences, and dances.	Encourage community and family involvement in physical recreation projects; e.g., fitness nights, physical activity week. <u>Resource</u>: <u>The Cooperative Sports and Games Book</u>. Encourage the children to share their ideas and work together.
2) Follow the rules and strategies of games.	Be certain to explain rules and expectations to the children prior to the activities.	Encourage the children to be <u>honest</u> when tagged or caught. Enforce the standards identified.

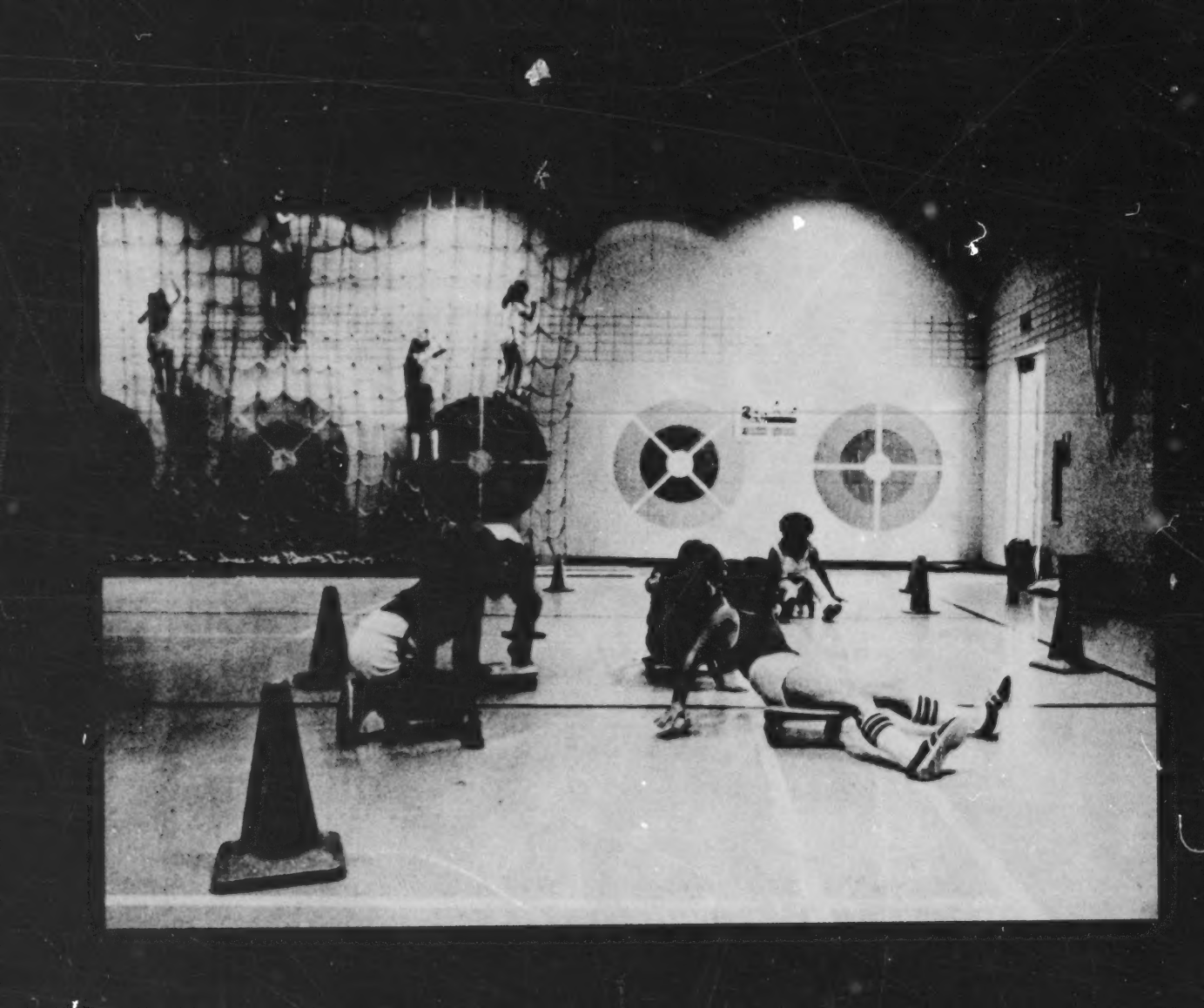
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
3) Exhibit habits of dependability, sharing, tolerance of others, self-confidence, and self-control.		Provide positive reinforcements and set behaviour in activities.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The children should demonstrate an increasing ability to:		
1. DEVELOP PHYSICAL WELL-BEING.		
a. Understand that physical activity is necessary to develop a healthy body and pursue a healthful lifestyle.		Set a good example. Encourage other teachers to integrate this concept in their subject areas; e.g., Health, Science.
1) Experience and enjoy physical activity and physical fitness.	Mass participation activities	Total involvement of all the students for the latter period is important.
	Low-organized games with a minimum of rules	Stress cooperation and de-emphasize competition.
	Rhythmic exercises - Health Hustle and exercise records	
	Folk Dance	
2) Know and define the components of physical fitness. - Cardiovascular endurance	Have the children: 1. Take their resting heart rates at the radial artery (wrist) or the carotid artery (neck). 2. Do vigorous physical activity: - Running (orienteering) - Low-organized games - Dance - Rope skipping 3. Take their heart rates <u>immediately</u> after exercising. 4. Take a recovery rate one, two, and five minutes after completing exercises.	Discourage the children from talking or moving as this affects the heart rate. The children may work in small groups. Have the children take one another's heart rate. However, indicate why the thumb should not be used. Discuss recovery rates, noting that a faster recovery suggests more efficient cardiovascular systems.

GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Muscular strength/endurance	Strength: Endurance: Pull-up——————Pull-ups Curl-up——————Curl-ups	Definitions: Strength: The maximum force a specific group of muscles can exert to perform a task once. Endurance: the ability of muscle groups to sustain repeated exertions of strength.
- Flexibility	Have the children: 1. Compare the range of motion of a specific joint with another child; e.g., shoulder. 2. Sit with legs extended and move their foreheads slowly towards their knees. Have them perform the exercise when sitting in a cross-legged position. 3. Test flexibility prior to and after a warm-up. 4. Do selected yoga exercises.	Flexibility: the range of movement within a joint. Use the sit and reach fitness test. Greater flexibility reduces likelihood of injury. Flexibility exercises should be done in a slow, sustained manner, rather than in a ballistic (fast) way.
3) Maintain and develop cardiovascular endurance, flexibility, and muscular strength/endurance through specific training methods.	Self-directed fitness test Station activities; e.g., step test, Cooper's 12-minute run, flexibility exercises Have the children: 1. Compare their personal results with the provincial norms. 2. Graph their levels of performance. 3. Design a personal activity program, using the evaluation data.	A computer program (ManFit) is available from the Department of Education. Ensure that all aspects of fitness are covered. Manitoba Physical Fitness Test
- Muscular strength/endurance: Upper Body	Parachute activities Peg Board Climb Upper torso, neck, arm, and wrist circling	This is good as a station activity. If the child on the peg board has difficulty, another can assist by lifting or offering support.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Ladder Climb Crossing a horizontal ladder (monkey bars) Rope Climb Push-aways Push-downs Push-ups  HARDEST (Body Rigid) EASIER (Knee push-up)  EASIEST (Held position) Swimming Creative Dance Flexed Arm Hang or Chin-ups FLOOR Modification	If regular push-ups are too difficult, modify them for the individuals who are having difficulty. If the flexed arm hang or regular chin-ups are too difficult for the children to do comfortably, they can work in partners with the one on the bar helping the other by lifting from below. Or, the height of the bar could be modified, so that the child does a pull-up from a horizontal position on the floor.



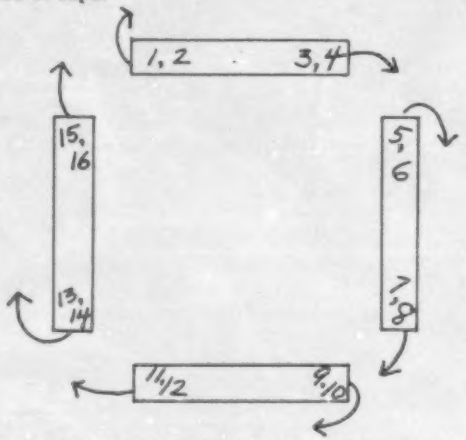
GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Gymnastic task where the children bear their weight on their arms	Benches and climbing apparatus may be used.
	Supported hand stands	Either a partner or a wall can be used for support. Wall support can be used when the children can bear their body weight on their hands. Use a mat for safety.
	Gymnastic activities	
	Arm Wrestling	
	Medicine Ball Throw	Encourage the children to throw left-handed, right-handed, two-handed, and under-handed, overhead, and chest passes.
- Muscular strength/endurance: Lower Body	Running games	
	Step-ups	
	<u>Dances</u>:	Vigorous dancing is a particularly good way to develop all the fitness components.
	Folk: Man in the Hay La Raspa (when the music changes, vigorous exercises can be done)	
	Creative	
	Disco	
	Aerobic: Health Hustle	
	Running in the shallow end of the pool	
	Skating	
	Jogging	
	Standing Long Jump	
	Running Long Jump	
	Gymnastics	
- Muscular strength/endurance: Abdominals	<u>Curl-ups</u>: The children, lying on their backs with knees bent, 1. Raise their heads only; then their heads and shoulders; then repeat these	There are different variations of curl-ups for different levels of ability. Note the appropriate variation for each child.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	two movements with arms in different positions. 2. Raise their heads and shoulders from the mat, touch their ankles with their arms straight, curl-down to a lying position, then repeat the movement. 3. Raise their upper bodies from the mats and curl-up with - arms folded on the abdomen with elbows grasped; - arms on the chest; - arms behind the head. Sit Back: Sitting with legs bent, the children do slow, reverse sit-ups. Bent Leg Raise: The children lie on their backs, bring both knees as close to the chest as possible, return to a lying position, then repeat the movement. Modified V-Sit: The children lie on their backs, raise their upper bodies and feet off the floor, touching their elbows to bent knees. Arm Hang: On a climbing apparatus, chinning bar, parallel bars, or still bars, the children hang by their hands and raise bent knees to their chests. Hamstring Stretch: The children lie on their backs with knees bent; lift their bent legs,	A curl-up begins with a chin tuck. Curling-down involves pushing the back to the floor first, then the shoulders and head. These exercises are more beneficial if the feet are not held. All exercises should be done slowly and held. There shall be absolutely no fast bouncing, as
- Flexibility		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	grasping the thighs with their hands; extend their legs and point their toes; slowly pull on their legs and hold.	this can injure tissue. These positions are to be held for 5 seconds.
	Fencer's Stretch: The children lunge forward with the same arm and leg and hold.	Emphasize keeping the back straight.
	Hip Flexibility: The children sit and put the soles of their feet together.	Relate the pelvic position to good posture.
	Pelvic Tilt: The children lie on their backs with bent knees, press their lower backs to the floor and hold the position for 5 seconds, then repeat the exercise.	Heels are to be kept on the floor.
	Achilles Tendon Stretch: The children stand with their feet together, lean forward, placing their hands on the wall, then hold.	As the children become more flexible, have them step farther from the wall.
	Quadracep Stretch: The children stand on one leg and grasp the foot of the other leg behind their backs.	
	Cross Lateral Knee to Chest: The children lie on their backs, bring one knee up and across to the opposite shoulder, and hold.	
	Bilateral Knees to Chest (Lower Back Stretch): The children lie on their backs, raise their knees to their chests, and hold them there.	
	Butterfly: The children sit with the soles of their feet together, grasp their ankles or feet, and push down on their legs with their elbows while keeping their backs straight. The exercise should be repeated 3 times.	
- General body fitness	Hand Wrestling: Partners stand face to face, grasping right or left hands, and attempt to pull one another off balance.	
	Partners hold both hands and push or pull each other over a designated line between them.	
	Partner resistance activities	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Tug-o-war	Be sure to have a rope suitable in size for this age group.
	Folk Dance: Man in the Hay	
	Obstacle courses	
	Leap Frog	
	Fitness trails	If the fitness trails are off the school grounds, check with the administration about liability.
	Mass Soccer	
	Continuous baseball	Have the children use various ways of striking the ball. The size of ball and distance between bases can be changed.
	Cage Ball: Two teams use this large ball to push against one another to a designated goal line.	
	Frisbee Games: Throwing and catching in a variety of fashions	
	All lead-up games stressing vigorous whole body movement	
	Hanging onto a bar and bringing the knees up to the chest	
	Tinikling	Suggested Music: Waltz rhythm
- Training methods		Precede training with a warm-up.
	Circuit Training (Sample):	Include activities for all fitness components.
	1. Pull-ups (shoulders and arms) 2. Curl-ups with a twist (abdominals) 3. Step-ups (legs) 4. Chest raises from a prone position with arms out at shoulder level (back) 5. Arm circling (shoulder girdle) 6. Body twists from a lying position on the back; bent knees are placed to	Knees must be bent. The feet should not rise. Small to large circles, with reverses in direction Atatok is a circuit variation in which one of the stations is used as a timing device; e.g., time

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	each side of their body on the floor (abdominals) 7. Skipping (legs) Continuous Relay (Parlauf or variations): The children are paired off and given numbers (1 and 2, 3 and 4, 5 and 6, etc., are partners). Students with odd numbers start at the same time and run one or more laps while the partner "at home" keeps track of the number. The runner then tags the partner who begins a new series of laps.  Interval Training: The children run one length, walk back to the starting point, and repeat. This activity can be adopted for swimming. Wind Sprints	required for a team to complete 25 forward rolls. Scores are compiled in tabloid fashion by each team, before rotating. All groups must complete the entire circuit. Set the number of times the activity is to be repeated. Interval running has four variables: (1) the distance covered; (2) the recovery period; (3) the number of repetitions; and (4) the speed or intensity (pace).
b. Understand that appearance, weight control, and exercise are interrelated.	Discuss with the students that 1. Exercise is related to appearance. 2. Calories eaten are "burned off" with exercise.	This integrates well with a classroom nutrition program.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	3. The more one eats, the more one must exercise. 4. There are various body types - somatotypes.	
c. Understand the importance of proper alignment (posture) in relation to self-image and bodily function.	Evaluate posture using a visual T line. Discuss what desirable posture is and what the characteristics of poor posture are.	This can be done when fitness is tested. Refer postural problems to the school nurse.
- Identify what comprises desirable posture and why it is necessary.	Discuss why good posture is desirable. Have the children perform compensatory exercises which will remedy postural problems.	Encourage the practising of good posture at all times. It helps if the teacher sets a good example.
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.		
a. Understand that basic motor skills are adapted and refined for use in activities.	This is applicable to all skills in sports, aquatics, outdoor pursuits, rhythm and dance, and gymnastics. See the Activity Selection section for programming suggestions and time allotments.	At this age, children would not be doing the basic motor skills in isolation, but would rather be combining and adapting them for particular activities. Take into consideration the following basic motor skills: <u>Locomotor Skills</u> Crawl Walk Run Leap Jump <u>Locomotor Combinations</u> Gallop Slide Skip

GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		Non-Locomotor Skills Stretch Twist Turn Bend Sway Swing Non-Locomotor Combinations Start and stop Change in direction Fall Land Collapse Manipulative Skills Roll Bounce Push Pull Strike Catch Trap Kick Balance Static balance Dynamic balance
1) Run - Walk - jog - Power run forward	Sprints: up to 100 m Shuttle Relay Pursuit Games; e.g., tag games	Observe heel-toe action and extension-flexion range to full range of motion. Definition: Power Running: Fast, controlled running in which the body weight is shifted to the balls of the feet.

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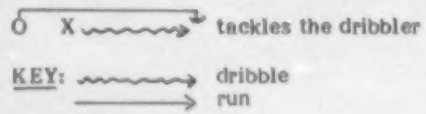
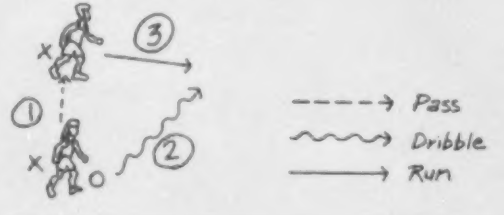
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Lead-up games and drills for soccer, team handball; e.g., a drill in which one player tackles another, who is dribbling the ball.  	
- Power run backward	Review backward running. Have partners facing each other with both hands joined, one running backward, the other, forward. Partners alternate going backward and forward.	Have the children check over their shoulders to see where they are going.
- Run with controlled stops and starts	Soccer Borden Ball Team Handball Low-organized Games Educational Gymnastics: Cannonade; follow-the-leader - run, jump, turn, stop and hold the position. Lead-up games to soccer, team handball Borden Ball Folk Dances: Troika Hashula Man in the Hay Floor Hockey Soccer High Jump: Scissors	Definition: Cannonade: An activity in which children run consecutively at specified intervals. Eastern roll can also be taught at this time.

GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Run with changes in direction	Low-organized games Base running: - Frizbee softball - Indoor softball - Softball Educational Gymnastics Creative Dance Shuttle Run Space awareness activities Folk Dance: Troika Hurry Scurry	Teach in conjunction with the offensive skill of base running for softball lead-up games or softball.
2) Change directions while performing activities.	Dodge-ball games Tag games Pom Pom Pullaway Corner Tag Folk Dance Creative Dance Social and Novelty Dances; e.g., Disco	All these activities may be done on skates or on the playground.
- Find and use open space to lose a defensive player, to receive a pass, and to create 2 - on - 1 situations.	Have children work in groups of two or three. One teammate kicks or throws a ball in front to an open space. The other must must move forward to receive the ball.  	This is an offensive skill. Make the children understand that a space that is left becomes an open space: 1. Unoccupied space is "open." 2. Open space results when another person has moved. 3. Open space results once "you" have left. Losing a check is a combination of finding an open space and changing directions.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Have the check stand facing the offensive players, who repeat the same activity as above, but now must get around the defensive person (triangulation). A token defense can be used initially, then the defensive person should be allowed to interrupt the play. These activities culminate in floor hockey, soccer, speed-away, team handball, borden ball.	Key: X Offense O Defense → Run - - - → Pass
- Move from a forward motion to a vertical motion.	Have the children review running and vertical jumping concepts. Creative Dance Rhythmical Gymnastics Educational Gymnastics using apparatus Vaulting Aquatics: Have the children: 1. Dive for an object on the bottom of the pool. 2. Dive from the side of the pool or from a board. Folk Dance: Fado Blanquita Track and Field: High Jump Long Jump	Initially, have the children run towards a suspended object and jump vertically to touch it.

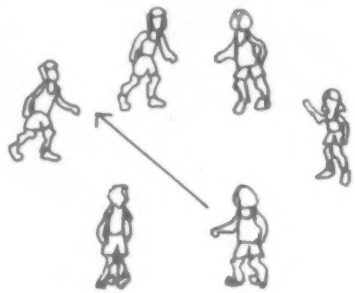
GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
3) Use controlled falling, landing, and rolling to prevent injuries.		Always identify possible hazards and the safety rules prior to engaging in any activity where injury could occur. State expectations very clearly.
4) Project an object through space using a pendulum motion with wrist action on the release.		
- Deliver (slide) a curling rock.	Have the children pair off and slide rocks to each other. Review/teach: 1. Grip 2. Stance 3. Delivery (in-turn, out-turn) 4. Release (in-turn, out-turn) 5. Follow through	Beginning curling skills can be introduced in the gym. Have people in the community assist children in learning the curling skills. Large bean bags could be substituted for curling rocks.
	Have them use these skills in jam-pail curling.	This is to be taught with sweeping and scoring.
- Pitch a ball underhand.	Review/teach: 1. Grip 2. Stance 3. Delivery 4. Release 5. Follow through	Underhand throwing is to have been developed in the early years. Make certain that each child has the opportunity to be a pitcher. Have the children use partners, targets, and open spaces for the reviewing/teaching.
	Throw at a target/catcher.	Encourage the children to concentrate on the target to increase accuracy.
	These activities culminate in active lead-up games; e.g., speed-up softball.	
5) Project an object through space by a throwing action.		Catching should be reviewed at the same time as throwing.
- Overarm throw	Review the skill with children in partners and small groups. Have them throw to a stationary target and to a space for a receiver to move into.	Children will have to adapt to the varying sizes and shapes of the balls (softballs, team handballs and footballs). Encourage the children to relay the throw.

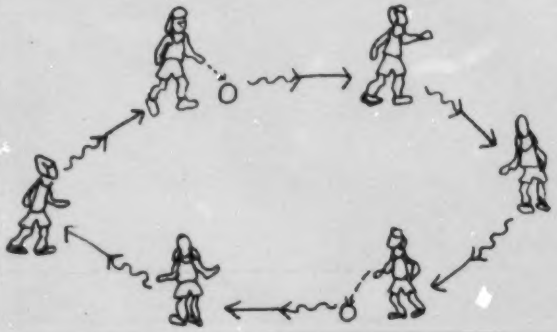
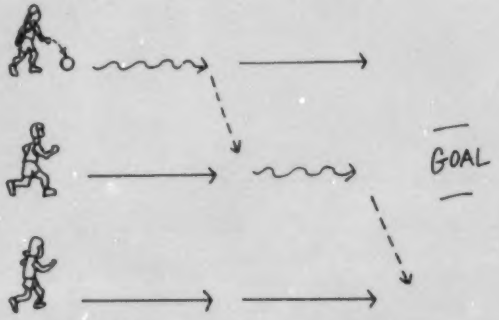
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Have the children use these skills in games: softball, team handball, flag football, and lead-up games.	Emphasize: 1. Keeping the shoulders square in the direction of the throw. 2. Transferring of weight. 3. Throwing in a cross pattern - for a right hand throw, the left foot goes forward. 4. Following through. 5. Keeping the eyes on the target or space where the ball is being thrown.
- Two-handed bounce pass	Have the children: 1. Work in partners, experimenting with bouncing the ball to one another. 2. Bounce to a stationary partner. 3. Bounce to a moving partner. 4. Use these skills in team handball, low-organized games, or basketball lead-ups.	The areas to be emphasized are similar to those identified for the overhand throw.
- Two-handed overhead pass	Have the children throw a ball over obstacles, such as a net or another person.	
	Soccer (throw-in)	Teach the basic game rules at the same time as the skills.
	Speedball (throw-in)	
	Team Handball	
6) Project an object through space by a striking action.		Encourage the children to identify and hit to open spaces.
- Hit a moving object with an implement held in two hands.	Review/teach softball batting: 1. Grip on the bat 2. Stance while batting 3. Swing 4. Hitting a stationary ball on a T 5. Hitting a moving ball	Stress watching the ball from the time it is released by the thrower to the point of contact on the bat.
	Softball lead-ups or softball	

GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Hit a moving object with an implement held in one hand.	Have the children: 1. Explore hard and soft services. 2. Explore soft and hard shots on returning the service. 3. Use these skills in racquet activities - low net racquetball, table tennis, paddle ball. Poke check (for floor hockey), leading up to floor hockey and broom ball	Stress watching the object in motion and also the implement (stick or paddle) hitting the object. Use short racquets. If equipment and facilities are a problem, the concept can be developed as a station activity.
- Head a ball.	Have the children toss balls to themselves to learn how to head it. Have the children work in partners, taking turns tossing the ball to one another. Have them use these skills in a soccer lead-up or a soccer game.	Remind the children to keep their eyes on the ball and extend their bodies when meeting the ball. It is suggested that softer type balls be used to teach heading; e.g., leather volleyballs.
7) Receive a moving object in flight.		
- Catch a ball: - Above the waist - Below the waist - At the side - With implements	Have the children throw at different levels to a stationary receiver. Have the receiver moving to receive a ball thrown behind, in front of, and to either side of him. Use these skills in lead-up games: softball, team handball, borden ball, flag football, scoop ball.	Have the children in partners. Suggest to the children that they: 1. Position their bodies to meet the ball and keep their shoulders square. 2. Keep their eyes on the ball. 3. Absorb the ball on receiving it. Encourage the children when throwing and following-through, to face in the direction of the throw.
- Trap a ball/object: - With the feet - With the body - With an implement	Have the children: 1. Kick the ball to a partner. 2. Move to meet the ball - going forward and sideways.	This should be developed at the same time that kicking is taught.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	3. Play lead-up games: soccer, speed ball, floor hockey, broom ball.	Be certain that the children move to meet the ball.
8) Project a ball through space by kicking. - Instep kick - Punt	As above, kicking the ball to the space or a receiver. Lead-up games: speedball, soccer, flag football, yards	This is to be taught when teaching trapping a ball. An instep kick involves kicking the ball with the inside of the foot.
9) Project an object through space by pushing. - With the feet - With the hands - With implements	Have the children: 1. Work individually, passing to a wall, floor, horizontal and vertical space. 2. Work in partners, passing the ball to one another. 3. Work in groups; e.g., in a circle. The children run in a circle, and pass the ball across the circle to a space in front of a person, calling out the name of the receiver, before doing so.  The children run in a circle. The child who has the ball dribbles it about five steps, then pushes it ahead to the next person.	Individual work is recommended, initially. Watch for the transfer of weight and a good follow-through. In catching, the children should be stepping forward to meet the ball.

GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		KEY: ~~~→ Dribble ——→ Push Pass
	The children can go to a goal in two's and three's, passing the ball back and forth before shooting for the goal.	
		KEY: ~~~→ Dribble ——→ Run - - - -→ Pass
	Have the children use these skills in floor hockey, borden ball, broom ball, speedball.	
10) Dribble the ball/object: - With the feet - With the hands	Have the children: 1. Dribble by themselves - anywhere in the gym or on the field. 2. Dribble around pylons. 3. Dribble against a stationary opponent.	The children should be encouraged to keep <u>control</u> of the ball and avoid collisions. Have them vary the speed and direction of dribbling.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- With an implement	4. Dribble against an opponent on the defense. 5. Play lead-up games: soccer, team handball, floor hockey.	Encourage the children to practise dribbling with either hand. Dribbling should be kept to a minimum in games. Limit the number of dribbles.
11) Respond rhythmically to music.	Modern Rhythmic Gymnastics Creative Dance Folk Dances: We are Off to Dublin in the Green Hava Nagelia Hashula Mayim Novelty Dances: Goofus Jiffy Mixer	Goofus is a lead-up for Salty Dog Rag.
b. Create and perform movement patterns using the elements of movement.	Review the elements of movement with the children. With or without apparatus/music, have the children plan and perform movement patterns in creative dance, educational gymnastics, or creative games. Discuss with the children how the elements of movement can apply to <u>any</u> activity.	In the early years, the children have been taught: 1. Space awareness 2. Body image 3. Qualities of movement 4. Relationships
c. Understand that movement patterns can be learned and improved by observing and analyzing the skillful performance of others.		This is particularly useful in gymnastics and creative dance, yet applicable to any activity.
1) Observe and analyze the performance of others.	Have the children: 1. Examine a performance of any skill or activity. 2. Share observations with each other or their teacher.	The use of audio-visual aids such as films and film loops can be useful.
2) Observe and analyze their own performance.	3. Assess their own performances, using the specified criteria.	Identify the criteria of a skillful performance, and have the children examine the performance in terms of these criteria.

GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
3) Compare their own performance to the performance of a skilled individual.	4. Examine the performance of a skilled individual.	This comparison is to be a positive experience. Audio-visual aids, film loops, and movies can be useful aids.
d. Understand that the application of the principles of motor learning will result in improved movement quality.		Draw to the attention of your children, as they experience frustration, that by learning in progressions and through practice, they will become successful, e.g., batting a ball off a T to batting a ball to a place on the field.
- Know and apply the principles of motor learning.	It is a benefit to use progressions in teaching activity skills.	Point out every difficulty the children might be having with a skill.
		If the children are experiencing frustration, have them go back to the stage of progression where they were experiencing success.
		Remind the children of previous frustration where success followed perseverance.
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.		
a. Understand that thoughts and feelings can be meaningfully expressed through creative movement.		A considerable amount of work has been done in this area in earlier years, and the children should be able to create readily.
1) Identify the thought or feeling to be expressed.	Educational Gymnastics and Creative Movement: Have the children review shapes, levels, speeds, directions, flow, weight, transfer of weight, and force.	
2) Identify the elements of movement.		
3) Manipulate the elements of movement to express a thought or feeling most effectively.	Have the children develop a theme using gymnastics equipment.	Encourage clapping or cheering in the recognition of good performance.

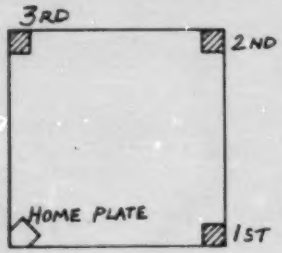
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
4) Work cooperatively with others.	Review relationships: 1. Matching 2. Mirroring 3. Contrasting 4. Over and under 5. Meeting and parting Have the children select an idea (story) or music and find ways of expressing their ideas on an individual or group basis.	This can be done in partner or group work.
b. Understand that music can be a stimulant to ideas and feelings which can be expressed in creative movement. 1) Identify the rhythm and mood of the music. 2) Create a movement sequence reflecting the rhythm and mood of the music.	Creative Dance and Modern Rhythmical Gymnastics: - Individual - Partners - Small groups	The children have previously had experience in analyzing and discussing: 1. Beginnings and endings 2. Development of the theme 3. Organization 4. Unique, interesting aspects 5. Effectiveness of movement elements used 6. Flow of movements into each other 7. Quality (e.g., amplitude, continuity, full range of movement, and precision) Resource: Joyce Boorman, Creative Dance. Once into group work, the children will need time to think and discuss.
c. Appreciate the quality of movement.	Have the children: 1. Share their creations with each other. 2. Observe and analyze one another's movement patterns. 3. Recall and describe movement patterns and sequences. 4. Perform the movement patterns and sequences recalled and described. Provide opportunities for children to work independently and feel success in: - Free play - Performing learned activities	Allow the children to experience and enjoy free time so they can perform and share what they have learned. Have the class develop displays and festivals for an audience: - Young children

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		- Parents - Administration
d. Perform activities which use, interpret, and reinforce concepts from other subject areas.	Social studies - Folk Dance Maths - Graphing fitness results - Charts Language Arts - Spelling relay	Maintain continuous contact with the classroom teacher to determine those areas which are suitable for integration.
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.		
a. Understand the need to pursue physical activity throughout life.		
- Identify the benefits of and recognize the different physical demands placed on the body by various activities.	See the activities listed under the first goal: Develop Physical Well-Being.	Explain why activities are being taught, or have the children identify what they think are the benefits to be gained from activities.
b. Participate with a sense of responsibility and confidence in community-based activities.		Have people from the community assist whenever possible.
1) Perform the skills, use the rules, and practise the etiquette in community activities.		Be aware of community activities and keep the children informed. Post upcoming community events. Check with community facility operators as to what is expected of the children. Encourage and recognize good plays and fine performances from all participants.
- Skating	Starts and stops Power Skating: - forward - backward Falling (for safety)	Discuss the behaviour that is acceptable in community settings. Potential community facilities: - Skating rinks - Swimming pools - Curling rinks - Parks - Roller skating centres - Skateboard centres

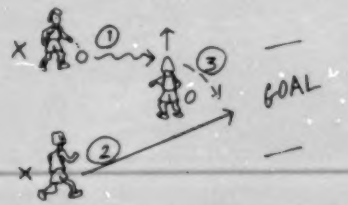
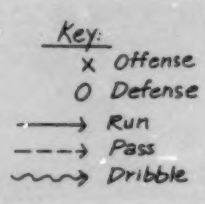
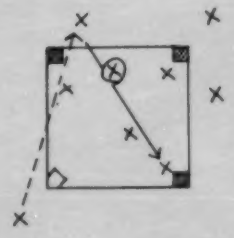
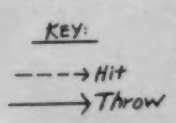
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Curling	Teach sweeping with the broom: 1. Grip 2. Stance 3. Sweeping action Jam-pail curling	Teach in conjunction with the delivery of a rock. Have the children sweep facing down the ice to avoid sweeping dirt under the rock. Curling brooms can be obtained from relatives and possibly curling clubs which may be discarding brooms. Note: When the bottoms are worn, trim the bristles to a 20 cm length and tape for use in a variety of activities.
- Aquatics	Survival skills and basic strokes	It is advised that the Canadian Red Cross (Manitoba Division) or the Royal Life Saving Society be contacted when planning for swimming and water safety programs. Encourage the children to watch quality events; e.g., Olympics, Canada Games. Point out that much can be learned by watching such events.
2) Pursue community-sponsored physical activity.	Discuss activities available in the community which can be pursued by the children. Intramural program activities Special day events; e.g., festivals	Encourage the children to join clubs or use the facilities independently. Supply pamphlets and information regarding activities. Post upcoming community events.
5. DEVELOP SAFETY AND SURVIVAL PRACTICES. a. Understand and apply the principles of safety when participating in physical activity.		ALWAYS IDENTIFY POSSIBLE HAZARDS AND THE SAFETY RULES PRIOR TO ENGAGING IN ANY ACTIVITY WHERE INJURY COULD OCCUR. STATE SUCH EXPECTATIONS VERY CLEARLY.
1) Identify the need for safety in various physical activities.		Explain the reasons why certain behaviour is expected.
2) Identify and demonstrate habits of safe and responsible behaviour toward themselves and others.		

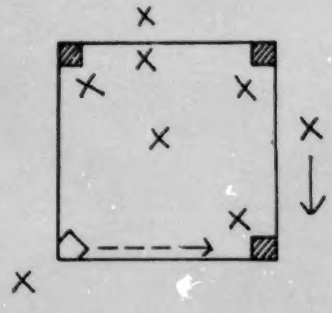
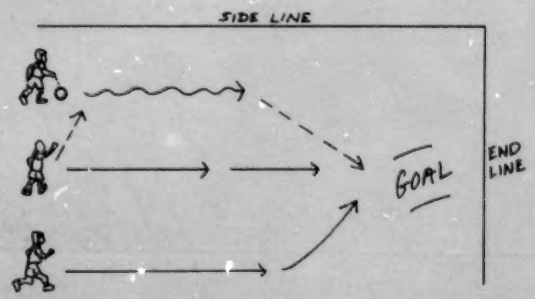
GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
3) Demonstrate appropriate safety procedures in setting up and using equipment and facilities.		Initially, direct the setting up of equipment and point out safety procedures. Inspect the equipment that children have set up prior to use. Enforce procedures.
b. Understand that physical activity is a means of coping with stress.	Discuss ways and means of using physical activity to cope with stress in a given situation-- in the classroom, in the home, after losing a game. Role playing	
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.		
a. Understand that relating effectively to others involves dependability, the ability to share, and tolerance of themselves and others.		Reinforce and encourage these concepts at teachable moments in all activities. Provide positive reinforcement. Encourage the children to commit themselves to activities of short duration and to see them through.
1) Cooperate.	Cooperative games Partner or small group work in creative dance and educational gymnastics Folk Dance: Chihuahua Team work in competitive games	Encourage the children to share ideas and to listen to each other's ideas.
2) Seek self-improvement.	Applicable to all activities and skills Physical fitness testing and evaluation Self-testing stunts	Define performance criteria to which the children can refer as they work.
3) Adhere to the rules of the activity.	All activities which have rules; modify rules as necessary.	Rules should be taught as a part of the skill/strategy unit; e.g., the soccer throw-in skill should be taught along with the applicable rules, where to throw in, etc.

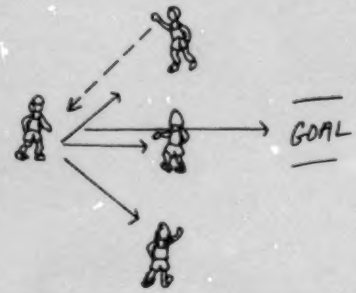
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
b. Use and adapt strategies of activities. 1) Run the bases for softball.	 Have the children: 1. Run to first base with speed and overrun the base. 2. Face the inside of the diamond from first base, and, with the left foot on the base, watch the release of the pitch. 3. Run around the bases touching the inside corner of each base. 4. Play frizbee softball and softball.	This is to be taught in preparation for softball lead-up games. Have the children run the bases for warm-up.
2) Use and apply offensive and defensive strategies. - Positional play - One-on-one	In any team game, familiarize the children with the starting positions. Have the children walk the area in which they are permitted to move during offensive and defensive play. Have the children practise: Offense: Feints Defense: Maintaining a position between the offensive player and the goal	Make certain that all children play all positions; have them rotate during the game. Once the children understand the concept of positional play in one game, then teach for the transfer of this knowledge to other games. Feint, fake, and deke are synonymous terms. Have the children work on timing their challenges of the offensive "ball" carrier.

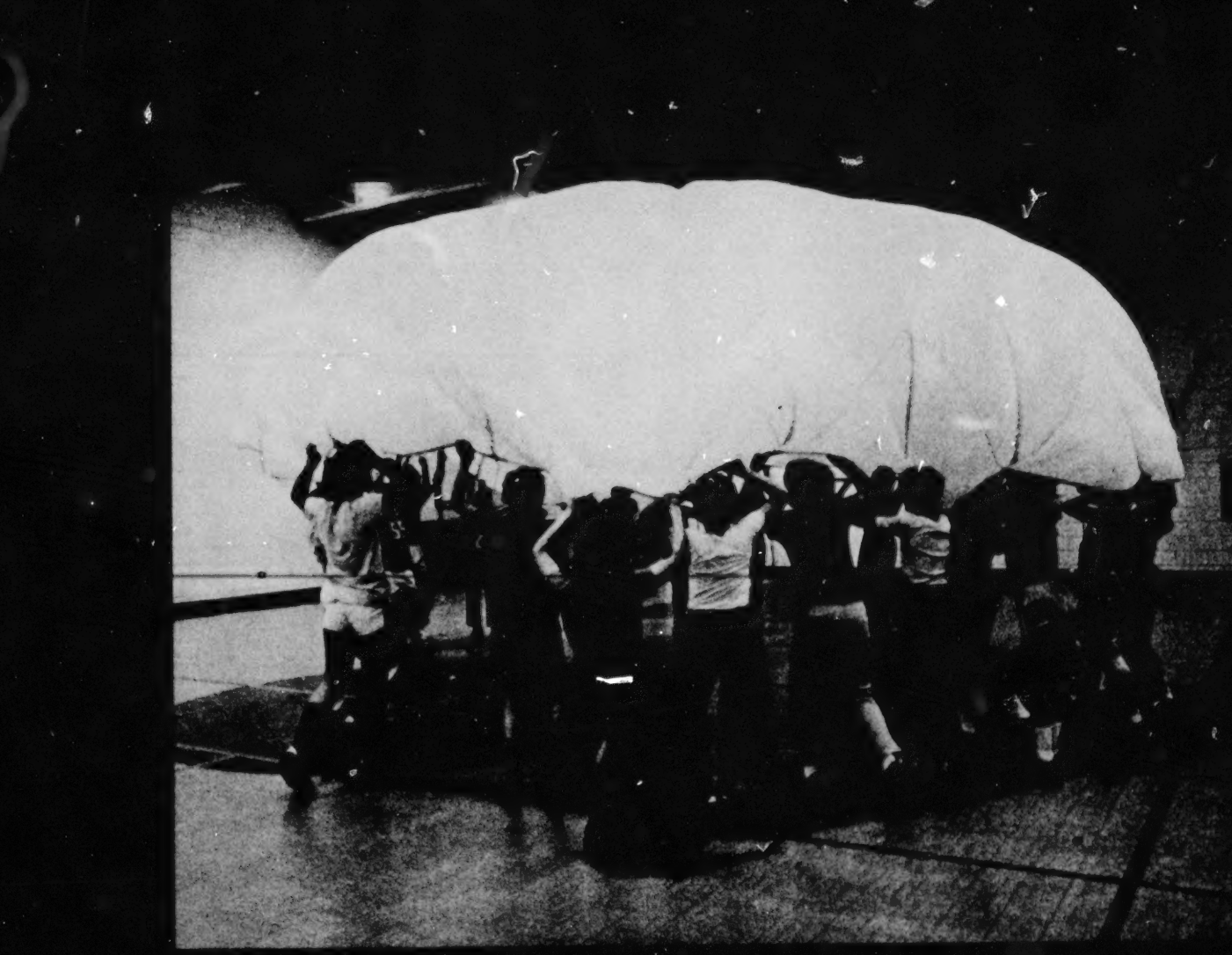
GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Two-on-one	Have them use these skills in soccer, floor hockey, speedball, team handball, scoop ball. Set up a drill using offensive and defensive strategies. 1. While the first offensive player dribbles the ball, the second offensive player runs in line with him. 2. When the defensive player moves over to take the ball away, the first offensive player passes the ball to his partner to try to score.  	Point out: 1. When the defensive person challenges the ball carrier, then the second offensive (attacker) is free for one-on-goalie situation. 2. The defender <u>must</u> challenge the ball carrier. 
- Cut-off	Have them use these skills in floor hockey, soccer, speedball, team handball, scoop ball. Hit a long ball out to the fielder; have the children relay it in.  Lead up to softball.	The cut-off can also be used in borden ball and a variety of other activities where children may not be capable of long throws. 

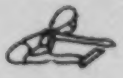
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Cover	Hit a ball to an infielder; have the outfielder move to "cover" the throw.  In this example, the right fielder runs over and behind the first base person to "cover."	Indicate to the children that covering creates defensive depth. This same concept applies to soccer, floor hockey, and scoop ball. KEY: ----→ Hit ——→ Run
- Play boundary lines (side lines and end lines)	Softball Set drills which use side lines and end lines to open up the centre floor area in front of the goal Drills in which the children clear the ball to the wing, bring the ball down the wing, and then centre it 	Do the drill first without a defense; then with a defense. Stress the importance of positional play. KEY: ----→ Pass ~~~→ Dribble

GRADE 5

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Encourage the children to back pass, that is, have the forwards who penetrate pass back to the "half back" who then sets the play.  Encourage the children to clear the ball over the side lines in their defensive end to control the play and to prevent possible goals. Encourage the children to clear to the corners away from the goal. Have the children use these strategies in floor hockey, speedball, team handball, scoop ball, and broom ball.	Back passing can be developed while the children are playing the game. KEY: ----→ Pass ——→ Options



GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The children should demonstrate an increasing ability to:		
1. **DEVELOP PHYSICAL WELL-BEING.**		
a. Understand that physical activity is necessary to develop a healthy body and pursue a healthy lifestyle.		Integrate when teaching other subject areas; e.g., Health, Maths, Science.
1) Experience and enjoy physical fitness through physical activity.		The Manitoba Physical Fitness Test or the C.A.H.P.E.R. Performance II Test can be a useful teaching tool.
2) Know and define the components of physical fitness and the principles of exercise.	As for Grade 5, plus:	
- Cardiovascular endurance	Have the children: 1. Take their pulse rate for 15 seconds prior to exercise to establish the resting rate, then multiply the number of beats by four to establish the heart rate per minute.	Take the heart rate at either the radial (wrist) or carotid (neck) artery.
	2. Do vigorous activity for three minutes; e.g., step-ups, running on the spot. 3. Sit down and take their pulse rate immediately after exercise. 4. Take their heart rate one minute and two minutes after exercise (recovery rate). 5. Calculate their heart rates per minute.	See the section on training methods. During the phase of monitoring heart rate, discourage the children from moving and talking as this affects heart rate. Individual profile charting or graphing of resting, activity, and recovery heart rates is a good activity to integrate in Maths.
	Discuss with them: - Resting rate - Effect of exercise on heart rate - Recovery rate	
- Muscular strength-endurance	As for Grade 5. Review and reinforce.	
- Flexibility	As for Grade 5, plus:	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Discuss how flexibility could be increased; e.g., hamstring stretch, sit and reach.	Have the children do the exercise "passively" as ballistic stretching can cause injury. Evaluate flexibility in a variety of joints.
b. Maintain/develop cardiovascular endurance, flexibility, and muscular strength/endurance through specific training methods.		The Manitoba Physical Fitness Test and the C.A.H.P.E.R. Performance II Test can be used to assess fitness levels. The Manitoba test (ManFit) has been computerized and is available from the Department of Education.
	Provide for self-directed fitness testing - Stations; e.g., step test - Cooper's 12-minute run or administer physical fitness tests.	Ensure that all aspects of fitness are covered.
	Then: 1. Convert the raw score to norms. 2. Discuss the implications of norms with the children. 3. Compare individual and group norms to provincial/national norms. 4. Develop physical fitness programs.	This can be integrated with Maths by having the children graph their results.
1) Muscular strength/endurance: Upper body	As for Grade 5.	
2) Muscular strength/endurance: Lower body	As for Grade 5, plus: Swimming, using legs only Vertical Jump Jumping over obstacles Standing and running broad jump Vaulting/Tumbling	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
3) Muscular strength/endurance: Abdominals	As for Grade 5, plus other variations.	Variation: Curl-up with a twist; have the children twist before they curl up (for oblique abdominals). Their knees should be bent for this exercise.
4) Flexibility	As for Grade 5.	
5) General body fitness	As for Grade 5, plus:	
	Folk Dance: Mayim	
	Obstacle course	Encourage the children to explain what each activity is good for. Obstacle courses can be built inside or outside.
	Vigorous lead-up games	ANY VIGOROUS ACTIVITY INVOLVING CONTINUOUS MOVEMENT FOR THE INDIVIDUAL IS GOOD.
	Swimming the length of the pool	
	Floor hockey	In games involving a goalie, rotate positions because the goalie does not get a cardiovascular workout.
	Soccer	
	Orienteering	
6) Training methods	As for Grade 5, plus:	
	Fartlek: Alternate walking, jogging, and sprinting the same distances.	
c. Understand that body composition, appearance, nutrition, weight control, and exercise are interrelated.		
d. Understand the importance of proper alignment (posture) in relation to self-image and body function.		
- Identify what comprises desirable posture and why it is necessary.	Evaluate students' posture.	Where necessary, refer postural problems to health authorities.
	Review with the children what good posture is and why it is necessary.	

GRADE 6

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Have the children perform corrective exercises if necessary.	Integrate with fitness programs.
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.		
a. Understand that the basic motor skills are adapted for and refined by performing specific physical activities.	This is applicable to all skills in sports, aquatics, outdoor pursuits, rhythm and dance, and gymnastics. See the Activity Selection Section for programming suggestions and time allotments.	At this age, the children would not be doing the basic motor skills in isolation, but would rather be combining and adapting them for particular activities. Take into consideration the following basic motor skills: Locomotor Skills Crawl Walk Run Leap Jump Locomotor Combinations Gallop Slide Skip Non-Locomotor Skills Stretch Twist Turn Bend Sway Swing Non-Locomotor Combinations Start and stop Change direction Fall Land Collapse

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		Manipulative Skills Roll Bounce Push Pull Strike Catch Trap Kick Balance Static Dynamic
1) Run - Walk, jog - Forward/backward power - With controlled starts and stops - With changes in directions	Review and work on refining the skill using activities from Grade 5, plus: Pursuit Relays Run up to 200 meters These activities culminate in: soccer, borden ball, team handball, low-organized and lead-up games, educational gymnastics, floor hockey, and softball.	Hurdles could be introduced at this age if the teacher wishes.
2) Change directions while performing activities. - Find and use open spaces. - Move from a forward motion to a vertical motion.	Review and refine the skills described in Grade 5.	This is an important area upon which games are developed. In a <u>new</u> game, use a "token" defense; otherwise, permit and <u>encourage</u> defensive play.
3) Use falling, landing, and rolling to prevent injuries.	Review and refine the skills described in Grade 5.	ALWAYS IDENTIFY POSSIBLE HAZARDS AND THE SAFETY RULES PRIOR TO ENGAGING IN ANY ACTIVITY WHERE INJURY COULD OCCUR. <u>STATE</u> EXPECTATIONS VERY CLEARLY.
4) Project an object through space using a pendulum motion.		

GRADE 6

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Deliver a curling rock.	Review the delivery technique and jam-pail curling.	See Grade 5. Also review sweeping at the same time.
- Pitch a ball underhand.	Review Grade 5 skills, and have the children refine them in the game of softball.	Note: Softball becomes an extracurricular activity after Grade 6. If a child has developed a windmill or slingshot technique, allow him or her to develop and use the technique in class.
5) Project an object through space by a throwing action.		
- Throw overarm.	Review Grade 5 skills, and have the children refine them in the games.	See Grade 5 for teaching hints.
- Throw underarm.		Increase the distances for throwing. Continue to encourage the children to use a relay throw in softball, team handball, borden ball, etc.
- Throw a two-handed bounce pass.	Review Grade 5 material, and have the children refine the skill in game situations; e.g., team handball.	
- Throw a two-handed overhead pass.	Review Grade 5, and have the children refine the skill in game situations; e.g., soccer (throw-in), speedball (throw-in) and team handball.	Attention may have to be paid to passing over a check's head, using a feint first.
6) Project an object through space using a striking action.		
- Hit a stationary object out of a hand.	Have the children: 1. Hit or "serve" a ball out of a hand to a target on the wall. 2. Serve to a partner over a low net. 3. Play a modified volleyball game.	Developing this objective eventually results in a volleyball service. The net should be no higher than 150 cm (5'). Use a beach ball instead of a regular volleyball.
- Hit a moving object with the hand(s).	Modified Volleyball: Have the children: 1. Toss a ball up to themselves and keep it up (volley).	Use 12.5 cm (5") rubber playground balls.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	2. Volley a ball off a wall. 3. Volley the ball with a partner. 4. Play keep-up in a group, calling the name of the receiver who must move to volley it. 5. Play "beach ball" volleyball.	The passer calls the name of the receiver.
	Handball: Have the children play singles or doubles off a wall in a designated court.	Use a 12.5 cm (5") playground ball.
- Hit a moving object with an implement held in the hand(s).	Softball: Review batting, and have the children refine the skill in the game.	See Grade 5.
	Floor Hockey: Review the poke check, and have the children refine the skill in the game.	Remind the children that when striking in a game, the hit can be "soft" or "hard."
	Racquet Sports: Review the service and the returning of the shot, and have the children refine the skills in the game.	Discourage the children from hitting to one another, and encourage them to hit to spaces, thus forcing the receiver to move to return the shot.
- Hit a moving object to spaces using an implement.	Review Grade 5 and have the children refine the skills in the game; e.g., racquet sports, field hockey, badminton.	
- Head a ball.	Review heading, and have the children refine the skill in the game of soccer.	See Grade 5.
7) Receive a moving object in flight.		
- Catch a ball below the waist.	Review the skills, and have the children refine them in the games of softball, team handball, borden ball, flag football.	
- Catch a ball above the waist.		
- Catch a ball at the side.		
- Catch a ball with an implement.	Review the skills, and have the children refine them in the games of softball and scoop ball.	
- Trap a ball with the feet.	Review the skills, and have the children refine them in the games of soccer and speedball.	
- Trap a ball with the body.		

GRADE 6

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Trap an object with an implement.	Review the skills, and have the children use them in the games of floor hockey and broom ball.	
8) Project a ball through space by kicking.		
- Use the instep kick.	Review Grade 5 material, plus:	
	Kicking a ball after a bounce (half volley)	
	Kicking a ball which is in flight and moving toward the kicker (full volley)	
	Have the children refine the skills in soccer, speedball, and flag football.	
- Punt a ball.	Review Grade 5 material, and have the children refine this skill in soccer and yards.	
9) Project an object through space by pushing.	Review the skills developed in Grade 5 and refine them in games.	
- Push a pass with the feet.	Use these skills in soccer, team handball, speedball, broom ball, and floor hockey.	
- Make a two-handed chest pass.		
- Push a pass with one hand.		
- Push a pass with an implement.		
- Dribble the ball with the feet to avoid obstacles in the pathway.		
- Dribble the ball with either hand and alternate hands to avoid obstacles in the pathway.		
- Dribble the object with either side of an implement to avoid obstacles in the pathway.		

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GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
10) Respond rhythmically to music.	Creative Dance Modern Rhythmic Gymnastics Folk Dances: Bridge of Athlone Salty Dog Rag Teton Mountain Stomp Cherkassiya Waves of Tory	
b. Create and perform movement patterns using the elements of movement.	Creative Dance Educational Gymnastics Continue to discuss awareness of: Body image - parts, whole, shapes; Space - personal, general; directions and levels.	See Grade 5.
c. Understand that movement patterns can be learned and improved by observing and analyzing the skillful performance of others.		This is particularly useful in gymnastics and creative dance, yet applicable to any activity.
1) Observe and analyze the performance of others.	Have the children: 1. Examine a performance of any skill or activity.	The use of audio-visual aids such as films and film loops can be useful.
2) Observe and analyze their own performance.	2. Share their observations with each other or their teacher.	Identify the criteria of a skillful performance, and have the children examine the performance in terms of these criteria.
3) Compare the analysis of their own performance to that of a skilled individual.	3. Assess their own performances, using specified criteria. 4. Examine the performance of a skilled individual. 5. Compare a skilled performance to their own and try to improve on the basis of what they have learned from the comparison.	
d. Understand that the application of the principles of motor learning will result in improved movement quality.	It is a benefit to use progressions in teaching activity skills.	Draw to the attention of the children, as they experience frustration, that by learning in progressions and by practising, they will become successful; e.g., begin by batting a ball off a T, then batting a moving ball, and finally batting a ball to a place on the field.

GRADE 6

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Know and apply the principles of motor learning.		If the children are experiencing frustration, have them go back to the stage of progression where they were experiencing success. Remind the children of previous frustration where success followed perseverance. Discuss plateaus of learning with the children.
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY. a. Understand that thoughts and feelings can be meaningfully expressed through creative movement.		This should be well developed by the time the children arrive in Grade 5. The children should be able to create readily.
1) Identify the thought or feeling to be expressed. 2) Identify the elements of movement. 3) Manipulate the elements of movement to express a thought or feeling most effectively. 4) Start working cooperatively with others to express thoughts or feelings by the manipulation of the elements of movement.	Educational Gymnastics and Creative Movement: Have the children: 1. Review shapes and levels, speeds, directions, flow, weight, transfer of weight and force. 2. Develop a theme using gymnastics equipment. Have the children: 1. Review matching, mirroring, contrasting, over and under, meeting and parting. 2. Select a thought (story) or music or use small equipment. 3. Decide how they can best express their ideas. 4. Create an expression of their ideas.	Encourage clapping or cheering in recognition of good performances.
b. Understand that music can be a stimulant to ideas and feelings which can be expressed in creative movement.	Creative Dance: - Individual - Partners - Small groups	Resource: Joyce Boorman, Creative Dance. Once into group work, the children will need time to think and discuss.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
1) Identify the rhythm and mood of the music. 2) Create a movement sequence reflecting the rhythm/mood of the music. c. Appreciate the quality of movement.	Have the children: 1. Share their creations with each other. 2. Observe and analyze the movement patterns of each other. 3. Recall and describe movement patterns and sequences. 4. Perform the movement patterns and sequences recalled and described. 5. Work independently and feel success in: - Free play - Performing learned activities	Allow the children to experience and enjoy free time so they can perform what they have learned and experience success. Develop displays and festivals for an audience: - Young children - Parents - Administration - Community
d. Perform activities which use, interpret, and reinforce concepts from other subject areas.	As for Grade 5.	
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE. a. Understand the need to pursue physical activity throughout life. - Identify the benefits of and recognize the different physical demands placed on the body by various activities.	These can be realized through the physical fitness objectives. See the activities listed under the first goal: Develop Physical Well-Being.	Explain why activities are being taught, or have the children identify what they think are the benefits to be gained from activities.
b. Participate with a sense of responsibility and confidence in community-based activities.		Use people from the community to assist whenever possible.

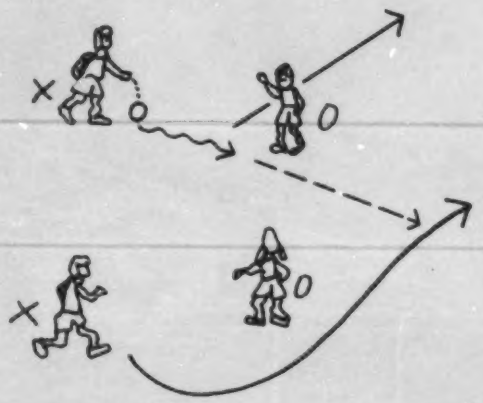
GRADE 6

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
• Perform the skills, use the rules, and practise the etiquette in community activities.		Be aware of community activities and keep the children informed. Post upcoming community events. Check with facility operators as to what is expected of the children. Encourage and recognize good plays and fine performances from all participants.
- Skating	Starts and stops <u>Power skating:</u> - forward - backward Falling (for safety)	Discuss the behaviour that is acceptable in community settings. Field trips involving: - Skating rinks - Swimming pools - Curling rinks - Parks - Residential camps - Roller skating centres - Skateboard centres
- Curling	Review sweeping: 1. Grip 2. Stance 3. Sweeping action	Teach in conjunction with the delivery of a rock. Have the children sweep facing down the ice: 1. To avoid sweeping dirt under the rock; 2. To avoid sweeping into the rocks; 3. To see where the rock is going.
- Aquatics	Jam-pail curling Survival skills and basic strokes	Discarded brooms can be gathered from curling clubs. When the bottoms are worn, trim the bristles to a 20 cm length and tape for broom ball. It is advised that the Canadian Red Cross or the Royal Life Saving Society be contacted when planning for swimming and water safety programs.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
5. DEVELOP SAFETY AND SURVIVAL PRACTICES.		
a. Understand and apply the principles of safety when participating in physical activity.		ALWAYS IDENTIFY POSSIBLE HAZARDS AND THE SAFETY RULES PRIOR TO ENGAGING IN ANY ACTIVITY WHERE INJURY COULD OCCUR. STATE SUCH EXPECTATIONS VERY CLEARLY.
1) Identify the need for safety in various physical activities.		Explain the reasons why certain behaviour is expected.
2) Identify and demonstrate habits of safe and responsible behaviour toward themselves and others.	Review Grade 5 section on dealing with stress.	
3) Use appropriate safety procedures in setting up and using equipment and facilities.		Initially, direct the setting up of equipment and point out safety procedures. Inspect the equipment children have set up prior to use. Enforce procedures.
4) Understand, demonstrate, and apply basic first aid procedures.	Heimlich Maneuver Mouth-to-mouth artificial resuscitation Control of bleeding Shock Sunstroke Frostbite Explain where and how to get assistance.	Resource: Red Cross or St. John's Ambulance.
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.		

GRADE 6

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
a. Understand that relating effectively to others involves dependability, the ability to share, tolerance of themselves and others, self-confidence and the ability to accept criticism.		Reinforce and encourage these concepts at teachable moments in all activities. Provide positive reinforcement. Encourage the children to commit themselves to activities of short duration and to see them through.
1) Cooperate.	Cooperative games	Encourage the children to share ideas.
	Creative dance or educational gymnastics involving partners or small groups	
	Folk dance	
2) Seek self-improvement.	Applicable to all activities and skills	Have criteria to which they can refer as they work.
	Physical fitness testing and evaluation	
3) Adhere to the rules of the activity.	All activities which have rules. Modify the rules as necessary.	Rules should be taught as a part of the skill/strategy unit; e.g., the soccer throw-in skill should be taught along with the applicable rules, where to throw-in, etc.
b. Adapt strategies of activities.		
1) Offensive and defensive strategies		
- Positional play	Review and constantly reinforce in game situations.	
- One-on-one	Review.	
	Have the children use this strategy in floor hockey, soccer, speedball and team handball.	
- Two-on-one	Review.	
	Have the children use this strategy in soccer, speedball, floor hockey, handball and scoop ball.	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Two-on-two	Use drills incorporating: Offense and Defense  Offense: 1) The first offensive player carries the ball until challenged. 2) The second offensive player moves to an open space to receive the pass. 3) The two players work in tandem. Defense: 1) The defensive players maintain positions between the attacker and the goal. 2) The two players work in tandem. Have the children use these plays in floor hockey, soccer, speedball, broom ball and scoop ball.	Teach offensive and defensive tactics at the same time. KEY: X Offense O Defense Dribble Pass Run Discourage the defensive players from backing away. Work with the children on developing their timing as to when to challenge the ball carrier.
- Cut-off	Softball and borden ball	

GRADE 6

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Cover	Softball Soccer Floor hockey	Covering creates defensive depth so that if a ball penetrates past an inactive defensive player, a play is still possible.
- Play boundary lines (side lines and end lines)	Review and refine: 1. Clearing over the side lines - soccer, speedball. 2. Clearing to the corners - floor hockey, broom ball.	

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GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The students should demonstrate an increasing ability to: **1. DEVELOP PHYSICAL WELL-BEING.** a. Understand that physical fitness and physical activity are necessary to have a healthy body. 1) Experience and enjoy physical fitness through physical activity. 2) Know and define the components of fitness and the principles of exercise. - The FITT principle as related to cardiovascular endurance	Define cardiovascular endurance to the students. Have the students perform the Harvard Step Test and take their heart rates at rest, immediately after exercise, and at minute intervals to determine the rate of recovery. Introduce the FITT principle of exercise - frequency, intensity, time, and type of exercise. Use cardiovascular activities; e.g., jogging, rope skipping, rhythm aerobics.	THE MANITOBA PHYSICAL FITNESS TEST OR THE C.A.H.P.E.R. PERFORMANCE II FITNESS TEST CAN BE USEFUL TEACHING TOOLS. Integrate when teaching other subject areas; e.g., Health, Maths, Science, Home Economics. Discuss the FITT principle with the students and explain the principle of exercise: F. Frequency - three to five times a week I. Intensity - working up to a pre-determined heart rate (target heart rate) T. Time - sustained activity for a period of time (15 minutes once the body is accustomed to exercise) T. Type - any endurance exercise
- Flexibility	Have the students: 1. Define flexibility. 2. Measure flexibility; e.g., sit and reach test. 3. Discuss how flexibility can be achieved/maintained. 4. Perform flexibility exercises for various joints.	A slow, sustained stretch is desirable, rather than ballistic (fast) movement.

GRADE 7

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Hamstring Stretch: The children lie on their backs with knees bent; lift their bent legs, grasping the thighs with their hands; extend their legs and point their toes; slowly pull on their legs and hold. Fencer's Stretch: The children lunge forward with the same arm and leg and hold. Pelvic Tilt: The children lie on their backs with bent knees, press their lower backs to the floor and hold the position for 5 seconds, then repeat the exercise. Achilles Tendon Stretch: The children stand with their feet together, lean forward, placing their hands on the wall, then hold. Quadracep Stretch: The children stand on one leg and grasp the foot of the other leg behind their backs. Cross Lateral Knee to Chest: The children lie on their backs, bring one knee up and across to the opposite shoulder, and hold. Bilateral Knees to Chest (Lower Back Stretch): The children lie on their backs, raise their knees to their chests, and hold them there. Butterfly: The children sit with the soles of their feet together, grasp their ankles or feet, and push down on their legs with their elbows while keeping their backs straight. The exercise should be repeated 3 times. Upper Back Stretch (Upper spine and thorax): Have the children work in pairs. One sits with arms raised overhead. The partner places a knee between the shoulder blades, grasps the other's wrists and gently pulls the arms backward.	All exercises should be done slowly and held. There should be absolutely no bouncing, as this can injure tissue. These positions are to be held for 5 seconds. Emphasize keeping the back straight.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
3) Maintain/develop cardiovascular endurance, flexibility, and muscular strength/endurance.	Review and have the students use the following intermittent types of training: - Circuit training - Fartlek (speed play) - Interval training - Parlauf - Windsprints Introduce and have the students use the following training methods: - Aerobic training - Self-testing techniques which measure maximal effort; e.g., "Burn Out."	Precede training methods with a warm-up. (Include activities for all fitness components.) Be certain to select exercises for abdominals, back, and legs. Different fitness components should be identified, and appropriate remedial exercises should be incorporated into the program.
4) Evaluate personal fitness levels.	Administer a physical fitness test. After testing: 1. Convert the raw scores to norms. 2. Examine and discuss with the students the implications of the results. 3. Determine what fitness components need emphasis.	It is suggested that a 12-minute walk/run be used to evaluate cardiovascular endurance. Discuss what percentile means.
b. Understand that body composition, appearance, nutrition, weight control, and exercise are interrelated. - Identify the relationship of caloric intake and expenditure as related to weight control.	Discuss physical activity as it relates to caloric expenditure. Have the students: 1. Keep a record of their food intake for a period of time. 2. Work out the caloric intake and expenditure and apply this information to a particular activity. For example, calculate the distance you have to walk or jog to expend the equivalent calories in food; e.g., pizza.	Develop this area in conjunction with fitness. Have students compare caloric expenditure at various times during the day. Remember that caloric expenditure includes basal needs. Coordinate this project with home economics and science teachers. Resources: Contact the - Manitoba Milk Marketing Board - Manitoba Home Economics Directorate, Health and Community Services

GRADE 7

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
c. Understand the importance of proper alignment (posture) in relationship to self-image and body function. - Identify what comprises desirable posture and why it is necessary.	Do a postural analysis. Review what good posture is and why it is necessary. Discuss and have students try out a variety of corrective exercises. Establish an individualized program for postural problems.	Refer serious problems (KYPHOSIS, SCOLIOSIS) to the appropriate health authorities. Discuss related future health problems; e.g., lower back problems.
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM. a. Understand that the basic motor skills are adapted for and refined by participating in specific physical activities.	This is applicable to all skills in sports, aquatics, outdoor pursuits, rhythm and dance, and gymnastics. See the Activity Selection section for programming suggestions and time allotments.	At this age, the students would not be doing the basic motor skills in isolation, but would rather be combining and adapting them for particular activities. Take into consideration the following basic motor skills: <u>Locomotor Skills</u> Crawl Walk Run Leap Jump <u>Locomotor Combinations</u> Gallop Slide Skip <u>Non-Locomotor Skills</u> Stretch Twist

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		Turn Bend Sway Swing Non-Locomotor Combinations Start and stop Change direction Fall Land Collapse Manipulative Skills Roll Bounce Push Pull Strike Catch Trap Kick Balance Static balance Dynamic balance
1) Run - Walk-jog - Power - With changes in direction - With controlled starts and stops - Distance	Review walk-jog; power running forward and backward; changing directions; and controlled starting and stopping. Have the students refine these skills in activities such as basketball, sprints, soccer, and team handball. Distance running, score orienteering, and cross country	These activities increase endurance and provide motivation.
2) Change direction while performing activities.	Have the students refine this skill in activities such as basketball, gymnastics, dance, aquatics, volleyball, and soccer.	Review dodging, using open space, going from a forward to a vertical motion.

GRADE 7

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		Encourage the students to use change of direction as part of offensive and defensive strategies.
3) Fall, land, and roll to prevent injuries.	Gymnastics Long jump High jump Sports skills: volleyball	ALWAYS IDENTIFY POSSIBLE HAZARDS AND THE SAFETY RULES PRIOR TO ENGAGING IN ANY ACTIVITY WHERE INJURY COULD OCCUR. STATE EXPECTATIONS VERY CLEARLY.
4) Project an object through space by a throwing action.	Basketball (lay-up, set shot, passing)	Modify distances, equipment sizes, etc., according to the student's ability to execute the skills.
- Passing	Water polo, team handball	
- Throwing	Shot put, discus, modern rhythmic gymnastics	
- Passing and throwing with an implement	Lacrosse	The throwing action in lacrosse was taught in scoop ball in Grade 6.
5) Project an object through space by a striking action.	Volleyball (serve), basketball (centre jump), soccer Badminton, table tennis, broom ball	
6) Project an object through space by absorption-release.	Volleyball; e.g., volley bump, overhead pass Lacrosse	If the students encounter difficulties in handling the ball, use beach balls or balloons. The absorption-release concept is used in a variety of activities; e.g., catching and passing in basketball.
7) Receive a moving object.	Review and have the students refine the skill in basketball, team handball, water polo, flag football, and rugby.	
- Catch - Trap	Review trapping a ball with and without an implement. Soccer, speedball, and broom ball	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
8) Project an object through space by kicking and pushing.	Review these skills and have the students refine them in:	
- Instep kick	Soccer, speedball	Use balls of varying shapes, compositions, and sizes.
- Punt	Soccer, flag football, rugby, speedball	
- One-handed push pass	Soccer, speedball	
- Two-handed chest pass	Team handball, basketball	
- Push pass with an implement	Broom ball	
- Dribbling the ball with the feet	Soccer, speedball	
- Dribbling the ball with the hands	Basketball, team handball	
- Dribbling the ball with an implement	Broom ball	
b. Understand that the application of the mechanics of efficient movement will result in improved movement quality.		
1) Know and apply the mechanics of efficient movement.	Identified below are the mechanics of efficient movement and activities to which they apply. <u>Ready Position:</u> Volleyball, basketball, badminton, team handball, etc. <u>Tracking an Object:</u> Volleyball, badminton, etc. <u>Focusing on a Target:</u> Basketball, soccer, team handball <u>Absorbing the Force of Landing:</u>	Expect the students to use and understand the mechanics of efficient movement when executing the skills in any activity. Note centre of gravity, base of support, body alignment.

GRADE 7

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Gymnastics, high jump, triple jump, long jump	
	Explosive Transfer:	Note the effect on increasing speed.
	High Jump, triple jump, long jump, throwing events in track and field, volleyball spike	
	Setting the Body in Motion Prior to Contact:	Note the effect on increasing force.
	Racquet sports, spike in volleyball	
	Stabilizing the Body at the Instant of Contact:	
	Volleyball skills, shooting in basketball, smash in badminton, etc.	
	Follow-through: Any sport where an objects projection involves a maximum exertion of force on a mass; e.g., bat on the ball, foot on a ball.	
	Smooth Transfer of Momentum:	
	Gymnastics, jumping events, rhythm and dance, etc.	
	Increasing the Speed of the Implement:	Increases the force.
	Badminton, table tennis	
	Increasing the Range of Movement:	Increases the force.
	Any activity using a back swing, rotation, or pull; badminton, table tennis	
2) Analyze and evaluate the movement patterns of themselves and others.		Use video tapes and films, or have students watch efficient performers. Students can observe and assist one another in refining skills.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
3) Compare the analysis of their own performance to that of the skilled individual.	Have the students: 1. Examine the performance of a skill being done by another student. 2. Share observations with one another or their teacher (reciprocal teaching). 3. Assess their own performances using the criteria of the skill being learned. 4. Examine the performance of a skilled individual and compare it to their own performance.	Use audio-visual aids such as films, film loops, and video tapes. Identify the criteria of a skillful performance, and have the students examine a performance in terms of the criteria. Pictures, charts, super 8's, films, etc., can be used as models for comparative purposes. Assist the students in the process.
c. Understand that quality movement is arrived at by following progressions and by applying the principles of motor learning.		
1) Know and apply the principles of motor learning.	Discuss the principles with students, and encourage them to use them in skill acquisition and development.	Definitions - Principles of Motor Learning Principle of Interest: The acquisition of any skill will take place most efficiently when the student has a personal motive for learning. Select activities that are appropriate to a student's interest, needs, and capacities. Stress the intrinsic value of the activity. Principle of Practice: The greater a skill is overlearned, the longer the time interval before it is lost. Principle of Distributed Practice: Motor skills are learned more effectively with distributed practice time. Short intense periods are usually more productive than longer practice sessions. Principle of Skill Specificity: The ability to learn each skill is related to the unique characteristics of each student. A student may learn one skill with ease and encounter difficulties with another.

GRADE 7

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		Principle of Transfer: The degree of transfer depends on the resemblance between the respective skills. There is no evidence that transfer occurs without teaching for it.
		Principle of Skill Improvement: The initial phase of learning is the quickest.
2) Know and use the progressions in acquiring physical activity skills.	Using progressions to teach a skill will assist students in acquiring it.	
3) Comprehend that correct practice improves the performance of a skill.	Encourage correct execution to develop kinesthetic awareness.	
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.		
a. Understand that thoughts and feelings can be meaningfully expressed through physical activity.		
1) Identify the theme to be expressed.		
2) Identify the elements of movement.		
3) Manipulate the elements of movement to express a thought or feeling most effectively.	Pantomine Creative dance Gymnastic routines Rhythmical and educational gymnastics Skating	Encourage the students to select their own music.
4) Work cooperatively with others to express thoughts or feelings by the manipulation of the elements of movement.	Have the children explore working with a partner or in small groups to express ideas creatively.	Video tape analysis would enhance this objective.

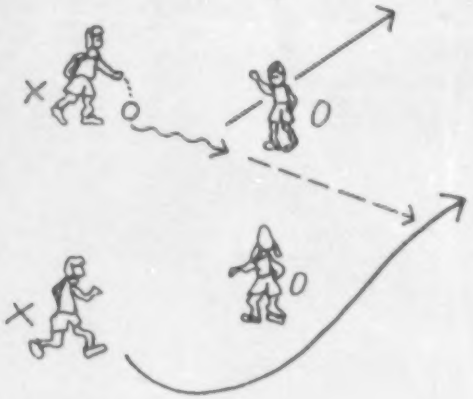
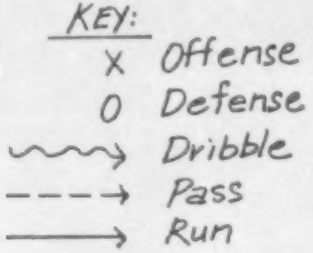
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		Teachers should encourage the students to appreciate the efforts of others.
b. Understand that music can be a stimulant to ideas and feelings which can be expressed in physical activity. 1) Identify the rhythm and mood of the music. 2) Create movement patterns and sequences reflecting the rhythm and mood of the music.	Creative dance Gymnastic routines Rhythmical and educational gymnastics Jazz dance Have the children develop a routine.	Find stimulating music and fit the skills learned to the music.
c. Appreciate the quality of movement.	Students should evaluate and critically analyze another's performance and their own performance. Have them: 1. Observe and analyze their own movements and that of others. 2. Recall and describe movement patterns and sequences. 3. Perform movement patterns and sequences recalled and described. 4. Evaluate the quality of their own and others' movement.	Students should have an opportunity to see their work through video taping if possible, as well as an opportunity to present their work to: - their own classmates - other classes - teachers - parents
d. Perform activities which use, interpret, and reinforce concepts from other subject areas.		
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.		
a. Understand the need to pursue physical activity throughout life. - Identify the benefits of and recognize the different physical demands placed on the body by various activities.	These objectives can be realized through the physical fitness objective activities. Have the students identify what they think are the benefits to be gained from activities.	Explain why activities are being taught.

GRADE 7

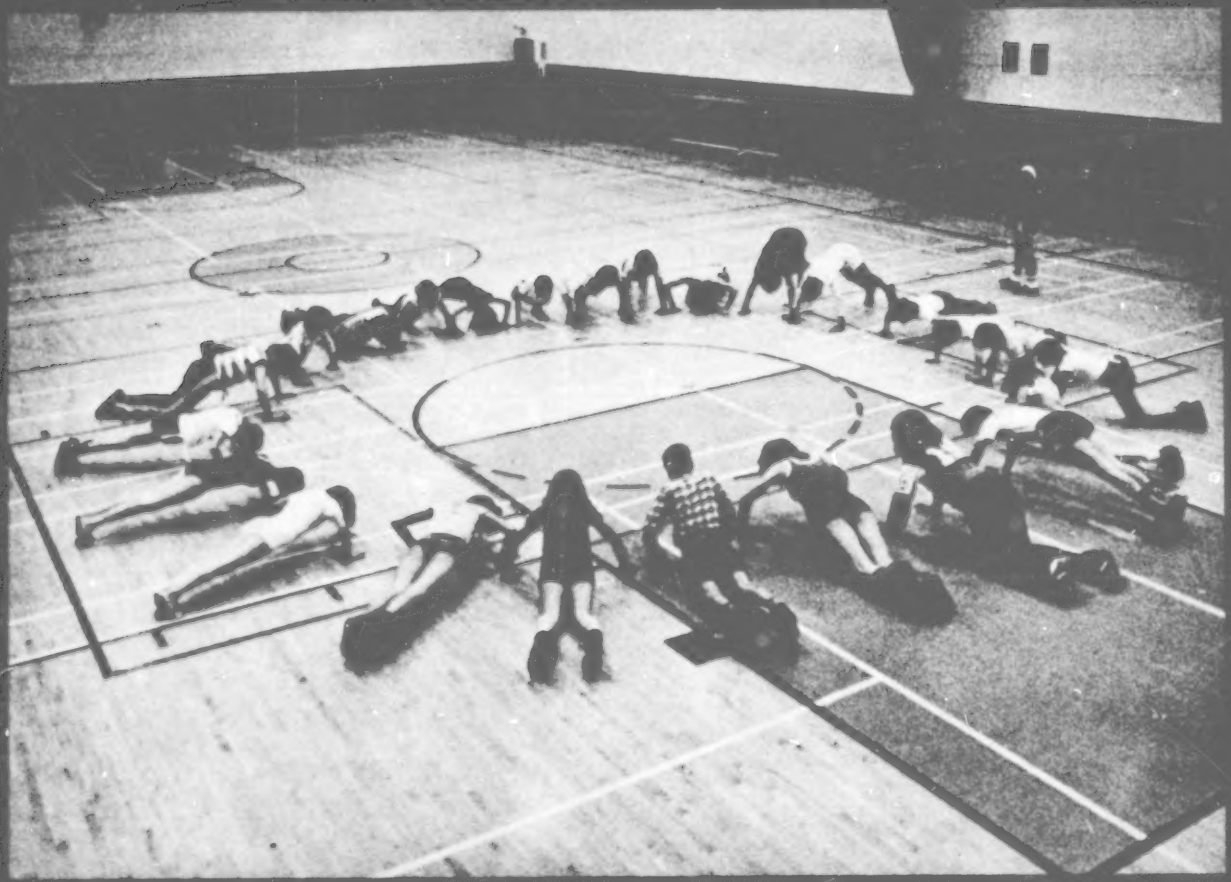
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
b. Participate with a sense of responsibility and confidence in community activities.		
1) Perform the skills, use the rules, and practise the etiquette required in community activities.	Instructional and recreational activities	
- Aquatics		The performance level of the student will determine what is taught. Resource: Red Cross and Royal Life Saving Society.
- Outdoor pursuit skills	Review and refine: - Ice skating - Jam-pail curling - Quinzee building	Winter survival should be taught in conjunction with all winter activities; e.g., clothing, frostbite, hypothermia.
	Review and refine: - Orienteering concepts - Cross country	Hiking, backpacking, and camping can be integrated with other programs.
2) Pursue community-sponsored physical activity.		Encourage the students to use the out-of-school facilities. Post upcoming community events.
5. DEVELOP SAFETY AND SURVIVAL PRACTICES.		
a. Understand and apply the principles of safety.		ALWAYS IDENTIFY POSSIBLE HAZARDS AND THE SAFETY RULES PRIOR TO ENGAGING IN ANY ACTIVITY WHERE INJURY COULD OCCUR. STATE SUCH EXPECTATIONS VERY CLEARLY.
1) Identify the need for safety when participating in various physical activities.		Explain the reasons why certain behaviour is expected.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
2) Identify and demonstrate habits of safe and responsible behaviour toward themselves and others.	Demonstrate: - Spotting techniques - Buddy system in swimming Interrelate with physical fitness section.	Discuss various medical problems which have an impact on physical performance - epilepsy, asthma, diabetes, cerebral palsy, and other conditions that class members may have. See Safety and Maintenance checklist in the appendices. See section on safety.
3) Demonstrate appropriate safety procedures in setting up and using equipment and facilities.	Space Awareness Ask the students to identify apparent hazards - paper or dust on the floor, equipment not put away, wall projections, glass on the playground.	Initially, direct the setting up of equipment and point out safety procedures. When the students set up equipment, inspect it prior to use. Enforce procedures.
4) Understand, demonstrate, and apply basic first aid procedures.	Mouth-to-mouth artificial resuscitation Heimlich Maneuver Control of bleeding Shock Discuss frostbite, heat stroke, and heat exhaustion. Explain where and how to get assistance.	Resource: Red Cross or St. John's Ambulance. See appendices for a list of recommended first aid supplies. Integrate into other subject areas; e.g., Health, Science. Use resource persons; e.g., school nurse. Use audio-visual aids (films, etc.) in classes or assemblies.
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES. a. Understand that relating effectively to others involves dependability, the ability to share, and tolerance of themselves and others.	Discuss the prevention of athletic injuries - care of feet, warm-up, fitness, dress, etc.	Reinforce and encourage these concepts through incidental teaching. Provide plenty of positive reinforcement. Encourage students to commit themselves to activities and see them through.
1) Cooperate.	Group activities Cooperative games; e.g., parachute	Have the students make up their own games.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Team games	
	Partner activities	Reciprocal teaching
	Rhythm and dance activities	
2) Seek self-improvement.	Physical fitness testing and evaluation	Develop models for comparison - pictures, transparencies, film loops, super 8 films, charts.
		Provide self-motivating activities.
3) Adhere to the rules of the activity.		Rules should be taught as a part of the skill and strategy unit; e.g., the soccer throw-in skill should be taught along with the applicable rules, where to throw-in, etc. Also, rules should be modified when necessary.
	Have the students analyze a game and modify the rules.	Be certain that students adhere to the modified rules.
b. Use and adapt strategies of activities as the need arises.		
1) Offensive and defensive strategies.		
- Positional play	Review and reinforce in game situations.	
- One-on-one	Review.	
	Emphasis on soccer, speedball, team handball, and basketball	
- Two-on-one	Review.	
	Emphasis on soccer, speedball, handball, scoop ball, and basketball	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Two-on-two	Use drills incorporating: 1. Offense and Defense  2. Offense The 1st offensive player carries the ball until challenged. The 2nd offensive player moves to an open space to receive the pass. The two players work in tandem. 3. Defense The defensive players maintain positions between the attacker and the goal. They work in tandem. Soccer, speedball, broom ball, scoop ball	Teach offensive and defensive tactics at the same time.  Discourage the defensive player from backing away. Work with the students on developing their timing as to when to challenge the ball carrier.
- Cover-up	Soccer	Covering creates defensive depth and allows a ball that penetrates the defense to be played.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Play boundary lines (side lines and end lines)	Review and refine clearing over to the sidelines in soccer and speedball. Review and refine clearing to the corners in floor hockey and broom ball.	



GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The students should demonstrate an increasing ability to:		
1. **DEVELOP PHYSICAL WELL-BEING.**		THE MANITOBA PHYSICAL FITNESS TEST OR THE C.A.H.P.E.R. PERFORMANCE II FITNESS TEST CAN BE USEFUL TEACHING TOOLS.
a. Understand that physical fitness and physical activity are necessary to have a healthy body.		
1) Experience and enjoy physical fitness through physical activity.		Emphasize cardiovascular endurance.
2) Know and use the components of physical fitness and the principles of exercise.	Review cardiovascular endurance and flexibility.	Integrate when teaching in other subject areas; e.g., Health, Maths, Science, Home Economics.
- Muscular strength/endurance.	Define muscular strength/endurance. Measure muscular strength/endurance: e.g., pull-ups or dips. Discuss how muscular strength/endurance can be developed and maintained. Explore exercises which can maintain/develop muscular strength/endurance.	Introduce the concept of progressive resistance and increase of the work load; e.g., apply weight, increase time, modify positions.
3) Maintain/develop cardio-vascular endurance, flexibility, and muscular strength/endurance.	Review. Have the students use the following intermittent types of training: 1. Circuit training 2. Fartlek (speed play) 3. Interval training 4. Parlauf 5. Windsprints 6. Aerobics Introduce and have the students experience: 1. Weight training techniques such as supersets and standardized resistance	Precede training methods with a warm-up. (Include activities for all fitness components.)

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	2. Training techniques Review and continue to use the following exercises for flexibility: Hamstring Stretch: Students lie on their backs with knees bent; lift their bent legs, grasping the thighs with their hands; extend their legs and point their toes; slowly pull on their legs and hold. Fencer's Stretch: Students lunge forward with the same arm and leg and hold. Hip Flexibility: Students sit with the soles of their feet together. Pelvic Tilt: Students lie on their backs with bent knees, press their lower backs to the floor and hold the position for 5 seconds, then repeat the exercise. Achilles Tendon Stretch: Students stand with their feet together, lean forward, placing their hands on the wall, then hold. Quadracep Stretch: Students stand on one leg and grasp the foot of the other leg behind their backs. Cross Lateral Knee to Chest: Students lie on their backs, bring one knee up and across to the opposite shoulder, and hold. Bilateral Knees to Chest (Lower Back Stretch): Students lie on their backs, raise their knees to their chests, and hold them there. Butterfly: Students sit with the soles of their feet together, grasp their ankles or feet, and push down on their legs with their elbows while keeping their backs straight. The exercise should be repeated 5 times.	All exercises should be done slowly and held. There should be absolutely no bouncing as this can injure tissue. These exercises are to be held for 5 seconds. Emphasize keeping the back straight.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
	Dorsal Region Stretch: Have students work in pairs. One person stands feet astride with arms raised overhead. The other stands with feet astride and back to partner, grasps partner's wrists and bends forward at waist.	
4) Evaluate personal levels of physical fitness and interpret the implications.	Use the training methods taught to evaluate levels of physical fitness.	
b. Understand that body composition, appearance, nutrition, weight control, and exercise are interrelated.	Review Grade 7. Introduce Energetics: Food, Nutrition, Physical Activity Program offered by the Manitoba Milk Marketing Board.	Indicate that developmental patterns differ between girls and boys to minimize self-consciousness.
- Understand the relationship of caloric intake and expenditure as related to weight control.		
c. Understand the importance of proper alignment (posture) in relationship to self-image and body function.		
1) Understand what comprises desirable posture and why it is necessary.		
2) Evaluate posture.	As for Grade 7, plus comparative postural analysis. Have students analyze the posture of partners and then compare their analysis to one done by the teacher.	
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.		
a. Understand that basic motor skills are adapted for and refined by performing specific physical activities.		
1) Run	Review and refine the skills in basketball, sprints, field hockey, and team handball.	
- Walk-jog		

GRADE 8

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- Power - With changes in direction - With controlled starts and stops		
2) Change directions while performing activities.	Review and refine in basketball, field hockey, team handball, volleyball, dance and gymnastics.	
3) Fall, land, and roll to prevent injuries.	As for Grade 7, plus: triple jump.	
4) Project an object through space by a throwing action.	As for Grade 7, plus: Jump shot, hook shot (basketball).	
5) Project an object through space by a striking action.	As for Grade 7, plus: Block, spike and tip (volleyball); drive (field hockey); and tennis lead-ups.	
6) Project an object through space by absorption-release.	As for Grade 7.	
7) Receive a moving object.		
- Trap with an implement.	Trapping in field hockey Trapping in lacrosse Review trapping for broom ball/ringette and refine the skills in the game.	Teach for transfer. The skills should be partially developed through floor hockey in Grades 5 and 6.
8) Project an object through space by kicking and pushing.	As for Grade 7, but delete soccer.	
- Push pass with one hand	Basketball	
- Push pass with an implement	Field hockey	Teach in conjunction with the applicable rules.
- Dribbling the ball with an implement	Field hockey	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
b. Understand that the application of the mechanics of efficient movement will result in improved movement quality.	The application of the mechanics should be continuously stressed.	See Grade 7 for the definition of principles and the activities related to each. Principles: - Interest - Practice - Distributed Practice - Skill Specificity - Transfer - Skill Improvement
1) Know and apply the mechanics of efficient movement.		
2) Analyze and evaluate the movement patterns of themselves and others.		Use video tapes and films, or have the students watch efficient performers.
3) Compare the performance analysis of themselves to the performance level of the skilled individual.		
4) Improve their performance by integrating the results of the comparative analysis.		
c. Understand that quality movement is arrived at by following progressions and by the application of the principles of motor learning.		
1) Know and apply the mechanics of motor learning in the performance of skills.	Review and encourage the students to use the principles when learning/reviewing skills.	See Grade 7 for definitions.
2) Know and use the progressions in each activity.	Use progressions to review or teach any skill.	See Grade 7.
3) Comprehend that correct practice improves the performance of a skill.	Encourage correct execution to develop kinesthetic awareness.	
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
a. Understand that thoughts and feelings can be meaningfully expressed through physical activity.	As for Grade 7.	
1) Manipulate the elements of movement to express a thought or feeling most effectively.	Have the students work individually or as a group.	
2) Work cooperatively with others to express thoughts or feelings by the manipulation of the elements of movement.		
b. Understand that music can be a stimulant to ideas and feelings which can be expressed through physical activity.	Review and refine what was taught in Grade 7.	
1) Identify the rhythm/mood of the music.	Creative Dance	
2) Create movement patterns and sequences reflecting the rhythm and mood of the music.	Floor exercise in gymnastics Pantomine	
c. Appreciate the quality of movement.	Review and refine what was taught in Grade 7.	
d. Perform activities which use, interpret, and reinforce concepts from other subject areas.		
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.		
a. Understand the need to pursue physical activity throughout life.		
- Identify the benefits of and recognize the different physical demands placed on	These can be realized through the physical fitness objectives/activities.	Explain why activities are being taught.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
the body by various activities.	Have the students identify what they think are the benefits to be gained from activities.	
b. Participate with a sense of responsibility and confidence in community activities.		
1) Perform the skills, use the rules, and practise the etiquette required in community activities.	Instructional and recreational activities	
- Aquatics		The performance level of students will determine what is taught. Discuss with them the employment opportunities in aquatics. Resource: Red Cross and Royal Life Saving Society.
- Outdoor pursuits	Introduce snowshoeing: - Securing bindings - Basic skills - Fitness trails	
	Review: - Quinzee - Cross country	Survival should be taught in conjunction with all activities where survival skills may be needed; e.g., clothing, frostbite, hypothermia. Hiking, backpacking, and camping can be integrated with other programs.
2) Pursue community-sponsored physical activity.		Encourage the students to use the out-of-school facilities. Post upcoming community events.
5. DEVELOP SAFETY AND SURVIVAL PRACTICES.		See appendices for recommended list of first aid supplies.
a. Understand the principles of safety.		ALWAYS IDENTIFY POSSIBLE HAZARDS AND THE SAFETY RULES PRIOR TO ENGAGING IN ANY ACTIVITY WHERE INJURY COULD OCCUR. STATE SUCH EXPECTATIONS VERY CLEARLY.
1) Identify the need for safety in various physical activities.		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		Explain the reasons why certain behaviour is expected. Discuss various medical problems which have an impact on physical performance - epilepsy, asthma, diabetes, cerebral palsy and other conditions that class members may have. See the Safety and Maintenance Checklist in the appendices.
2) Identify and demonstrate habits of safe and responsible behaviour toward themselves and others.		See section on safety.
3) Set up and use equipment and facilities appropriately.	Initially, direct the setting up of equipment and point out safety procedures. Inspect equipment that students have set up prior to use. Enforce procedures.	
4) Understand, demonstrate, and apply basic first aid procedures.	Review and refine the concepts taught in Grade 7. Discuss athletic injuries, sprains, strains, blisters, Charlie horses, etc. Discuss with students: - Fatigue - Diet - Rest - Fads and fallacies; e.g., rubber jackets, vitamins - Athletics for women	Resource: Red Cross or St. John's Ambulance.
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
a. Relate effectively to others by sharing, being dependable and tolerant of themselves and others.	Use all students as officials.	Encourage the students to commit themselves to activities and to see them through.
1) Cooperate.	Cooperative games	
	Team games	Reciprocal teaching
	Rhythm and dance activities	
	Group activities	
	Partner activities	
2) Seek self-improvement.	See Grade 7.	
3) Adhere to the rules of the activity.	As for Grade 7.	
4) Use and adapt strategies of activities as the need arises.		
- Offensive and defensive strategies	Review Grade 7 and refine the concepts in basketball, field hockey, lacrosse, broom ball, flag football, team handball, water polo and ringette.	
- "Man-to-man" concepts		
- Zone concepts	Introduce zone concepts: basketball, field hockey, lacrosse, broom ball, flag football, team handball, water polo, and ringette.	
	Introduce screens and defensive strategies: sag and switch, ringette.	Screens cannot be taught in field hockey because of the obstruction rule.
- Offensive and defensive systems	Introduce systems - Volleyball - Badminton - front and back - side by side	
- Running strategies	Sprints, middle and long distances, cross country, relays, orienteering	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The students should demonstrate an increasing ability to:		
1. DEVELOP PHYSICAL WELL-BEING.		THE MANITOBA PHYSICAL FITNESS TEST OR THE C.A.H.P.E.R. PERFORMANCE II TEST CAN BE USEFUL TEACHING TOOLS.
a. Understand that physical fitness and physical activity are necessary to have a healthy body and pursue a healthy lifestyle.		Integrate in teaching situations in other subject areas; e.g., Science, Health, Home Economics.
1) Experience and enjoy physical fitness through physical activity.		
2) Recognize, define, and use the components of physical fitness and the principles of exercise which are required for the establishment of a personal fitness program.	Review the components of physical fitness and the ways in which they can be used to improve fitness levels. Review the principles of exercise.	
	Discuss and evaluate the various methods to determine if they develop the components of physical fitness.	Suitable criteria would be the principles of exercise.
	Have the students use the principles of exercise to develop individual programs that will allow them to maintain/develop the components of physical fitness.	
3) Maintain/develop cardiovascular endurance, flexibility, and muscular strength/endurance.	Review and use the training methods from Grade 8. Introduce and have the students experience the following circuit types of training: - Universal gym, if one is available - Strengthathlon	See Grades 7 and 8 for details. Emphasize cardiovascular endurance.
4) Evaluate personal fitness levels. 5) Interpret the implications of physical fitness test results.	Have the students: 1. Administer the physical fitness test. 2. Convert the raw scores to norms. 3. Interpret the results.	

GRADE 9

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
6) Develop a physical fitness program.	4. Identify a physical fitness program to meet their individual needs.	
b. Understand the interrelationship of body composition, appearance, nutrition, weight control, and exercise.	Review the concepts of nutrition and weight control.	Resource: Energetics: Food, Nutrition, Physical Education Program (Winning at Losing), Manitoba Milk Marketing Board or Home Economics Directorate, Manitoba Department of Health and Community Services.
- Identify the relationship of caloric intake and expenditure as related to weight control.	Discuss the success or failure of their own program.	
c. Understand the importance of proper alignment (posture) in relationship to self-image and body function.		
1) Understand what comprises desirable posture and why it is necessary.	Have the students:	Refer postural difficulties to appropriate health authorities.
2) Evaluate posture.	1. Review what comprises good posture. 2. Review the criteria for posture assessments.	Discuss the importance of strong and flexible abdominals and back muscles relative to pregnancy and lower back problems.
3) Assess evaluation data.	3. Do a postural analysis at the same time as the teacher. 4. Assess the data and select activities for correcting postural deviation. 5. Do their corrective activities in class.	
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM.		
a. Understand that the basic motor skills are adapted for and refined by performing specific physical activities.		
1) Run	Skills listed in 1) - 3) can be refined in: basketball, sprints, field hockey, volleyball, rhythm and dance, gymnastics, water polo, team handball, shot put, discus, modern rhythmic gymnastics.	
- Walk-jog		
- Power		
- With changes in direction		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
- With controlled starts and stops		
2) Change directions while performing activities.	Introduce tennis drills and lead-up games.	
3) Project an object through space by a throwing action.	Introduce bowling.	
4) Fall, land, and roll to prevent injuries.	As for Grade 8, plus the combination roll and dive in volleyball.	Review safety implications as identified in Grade 7.
5) Project an object through space by a striking action.	This skill can be refined in the games of volleyball, basketball, badminton, table tennis, broom ball, and ringette.	
- Without an implement		
- With an implement		
6) Project an object through space by kicking and pushing.	Refine these skills in the games of flag football, rugby, basketball, broom ball, and field hockey.	
7) Project an object through space by absorption-release.	Refine in volleyball. Introduce the short set and the basketball tip-in.	
8) Receive a moving object in flight.	This skill should be reviewed and refined in broom ball, ringette, and field hockey.	
b. Understand that the application of the mechanics of efficient movement and of the principles of motor learning will result in improved movement quality.		See Grade 7 for the details on the mechanics of efficient movement.
1) Apply the mechanics of efficient movement in the performance of physical skills.	Continue emphasis on the mechanics of efficient movement in the performance of activities.	
2) Apply the principles of motor learning in the performance of physical skills.	Review the principles of motor learning. Encourage the students to use acquired skills to improve movement patterns.	When the students are encountering difficulties, they should be encouraged to recall and apply the principles of motor learning.

GRADE 9

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		See Grade 7 for the detail which continues to be applicable in Grade 9.
3) Analyze and evaluate the movement patterns of others and themselves.		Use video tapes and films, or watch efficient performers.
4) Compare the performance analysis of themselves to that of a skilled individual.		Students can observe and assist one another.
5) Improve their own performance by integrating the results of the comparative analysis.		
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.		
a. Understand that thoughts and feelings can be meaningfully expressed through physical activity.		
1) Manipulate the elements of movement to express a thought or feeling most effectively.	Have the students create their own sequences: gymnastics, dance, pantomine, game or synchronized swimming routines.	Integrate with language arts and music.
2) Work cooperatively with others to express thoughts or feelings by manipulating the elements of movement.		See Grade 7 for details. Encourage the students to express their ideas individually or in a group.
b. Understand that music can be a stimulant to ideas and feelings which can be expressed through physical activity.		
1) Identify the rhythm and mood of the music.	Review and refine the activities in Grade 8. Introduce swimming, skating (roller and ice).	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
2) Create movement patterns/ sequences reflecting the rhythm and mood of the music.		
c. Appreciate the quality of movement.	Peer judging of demonstrations, routines, etc.	
d. Perform activities which use, interpret, and reinforce concepts from other subject areas.		
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.		
a. Understand the need to pursue physical activity throughout life.		
1) Identify the benefits of and recognize the different physical demands placed on the body by various activities.	These can be realized through the physical fitness objectives.	Discuss and relate the benefits of physical activity to healthy lifestyles. Health problems related to inactivity can be discussed.
2) Select appropriate activities for health maintenance.	Have the students: 1. Review the components of fitness and the principles of exercise. 2. Relate the components and principles to the various physical activities. 3. Create a program to meet fitness needs.	See the first goal: Develop Physical Well-Being
b. Participate with a sense of responsibility and confidence in community activities.		
1) Apply the skills required in community activities. - Aquatics	Instructional and recreational activities	The performance level of the students should determine what is taught. Resource: Red Cross and Royal Life Saving Society.

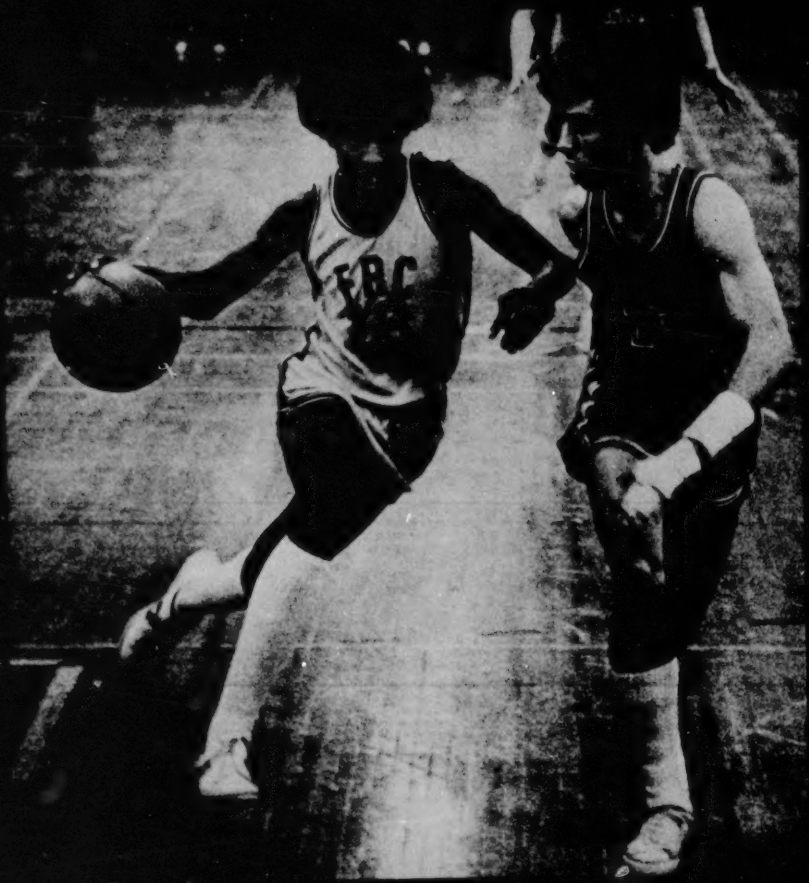
GRADE 9

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
		Discuss with the students the employment opportunities in aquatics.
- Outdoor pursuits	Introduce cross-country skiing: - Equipment selection and purchase - Waxing - Fundamental skills	Winter survival should be taught in conjunction with all winter activities; e.g., clothing, frostbite, hypothermia.
	Review: - Fitness trails - Snowshoeing - Cross-country	Hiking, backpacking, and camping can be integrated with other programs.
	Introduce 5- or 10-pin bowling: - Fundamental skills - Etiquette - Scoring	
	Introduce tennis: - Fundamental skills - Etiquette - Scoring	
c. Pursue community-sponsored physical activity.		Some credit can be given for participation and leadership in community activities for motivational purposes. Encourage the students to use the out-of-school facilities. Post upcoming community events.
d. Encourage active leadership in developing and promoting community-based activities.	Discuss active involvement in community affairs, such as: 1. Active participation in club meetings 2. Volunteer work	

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
5. DEVELOP SAFETY AND SURVIVAL PRACTICES.		
a. Understand and apply the principles of safety.		ALWAYS IDENTIFY POSSIBLE HAZARDS AND THE SAFETY RULES PRIOR TO ENGAGING IN ANY ACTIVITY WHERE INJURY COULD OCCUR. STATE SUCH EXPECTATIONS VERY CLEARLY.
1) Identify the need for safety in various physical activities.		Explain the reasons why certain behaviour is expected.
2) Identify and demonstrate habits of safe and responsible behaviour toward themselves and others.	Discuss various medical problems that have an impact on physical performance: epilepsy, asthma, diabetes, cerebral palsy, and other conditions that class members may have.	
3) Set up and use equipment and facilities appropriately.		Initially, direct the setting up of equipment and point out safety procedures. Inspect equipment that students have set up prior to use. Enforce procedures. See the Safety and Maintenance Checklist in the appendices. See section on safety.
4) Understand, demonstrate, and apply basic first aid.	Review and refine the concepts introduced in Grade 8. Cardiopulmonary resuscitation should be taught only by certified instructors. Continue discussion of athletic injuries as introduced in Grade 8, plus: - Wrapping - Taping - Splints - Slings - Cold and heat therapy - After season conditioning	Resource: Red Cross or St. John's Ambulance. Resource: Manitoba Heart Foundation. See appendices for recommended list of first aid supplies.

GRADE 9

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
1. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.		
a. Relate effectively to others by sharing and being dependable and tolerant of themselves and others.		Encourage the students to commit themselves to activities and to see them through.
1) Cooperate.	Group activities	
	Cooperative games	
	Partner activities	Reciprocal teaching
	Team games	
	Rhythm and dance	
2) Seek self-improvement.		
3) Adhere to the rules of the activity.	As for Grade 8, plus have students use the honour system by calling out their own infractions.	
4) Use and adapt strategies of activities.		
- Offensive and defensive strategies	Review and refine the concepts in games taught in Grades 7 and 8.	
- "Man to man"		
- Zone		
- Systems		
- Running strategies		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GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
The students should demonstrate an increasing ability to:		
1. DEVELOP PHYSICAL WELL-BEING.		
a. Understand that physical activity is necessary for the maintenance of structural and physiological efficiency.		
1) Know the components of physical fitness.		Review/teach the components of fitness and the principles of exercise.
2) Know the principles of exercise.		
3) Understand the relationship between using the principles of exercise and maintaining/ developing an acceptable standard above the current Manitoba norms.	Have the students: 1. Test their physical fitness. 2. Convert their raw scores to norms. 3. Determine those areas which need improvement. 4. Select activities which will best develop their personal fitness levels. 5. Use their personal programs during class time.	Use the Manitoba Physical Fitness (ManFit) Test, the C.A.H.P.E.R. Performance II Fitness Test, and related norms. The ManFit Test is computerized. Additional information can be obtained from the Department of Education.
4) Evaluate personal fitness levels.		
5) Interpret the implications of the physical fitness test results.		Have the students try a variety of training methods, and discuss the benefits derived and the limitations of each method.
6) Construct and use a physical fitness program to maintain/develop desirable levels of physical fitness.		
b. Understand that good posture is important to healthful living and appearance.		REFER SPINAL DEVIATIONS (SCOLIOSIS, KYPHOSIS) TO THE APPROPRIATE AUTHORITY. The postural assessment and exercise program should be integrated with the physical fitness program.

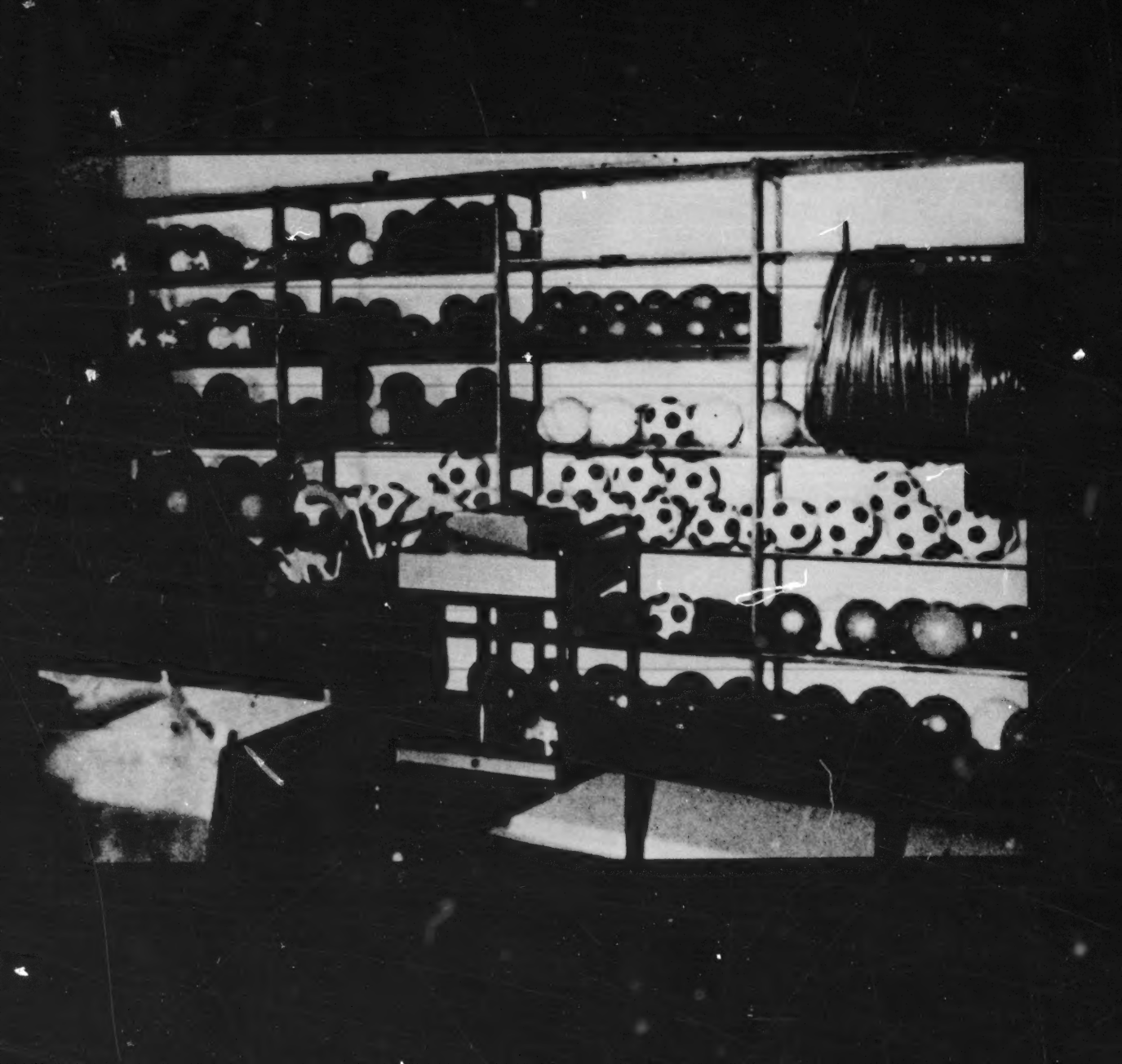
GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
1) Recognize postural deviations and good posture. 2) Evaluate posture. 3) Establish an exercise program to maintain/develop good posture.	Review/teach, if necessary, the criteria for desirable posture and the identification of postural deviations. Have the students: 1. Do a postural analysis. 2. Review exercises which are designed to correct posture deviations. 3. Identify and use a program for improving postural problems.	Visual "T" postural check chart information is available from the Department of Education.
c. Understand the interrelationship of weight control and exercise. 1) Understand the relationship of caloric intake and expenditure as related to weight control. 2) Assess their own diet and level of activity for caloric intake and expenditure.	Have the students: 1. Compile a list of daily food intake. 2. Evaluate daily caloric intake using charts.	Resources: 1. Milk Marketing Board, Energetics: Food, Nutrition, Physical Activity Program (Winning at Losing). Also available from the Home Economics Directorate of the Manitoba Department of Health and Community Services. 2. Computer Services, Department of Education, Dietesc (food intake analysis).
d. Understand the principles and importance of sound nutrition. 1) Know the primary nutrients of the basic food groups. 2) Identify the need for a balanced diet. 3) Assess their own diet for nutritional value. 4) Plan a balanced diet.	Reinforce knowledge from other disciplines (Health, Science, Home Economics).	
2. DEVELOP DESIRED MOVEMENT PATTERNS THROUGH THE NEUROMUSCULAR SYSTEM. a. Use the principles of motor learning in acquiring and improving skills.		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
b. Understand that progressions can be used in learning a new skill.		
c. Understand that motor skills can be acquired and improved by observing and analyzing the skillful performance of others.		
1) Observe and analyze the performance of others.	Provide the students with criteria for a skilled performance in the designated activity.	Utilize visual media for performance and analysis; e.g., VTR, super 8's, and action skill charts.
2) Observe and analyze their own performance.	Have the students apply the criteria when analyzing a highly skilled performance and their own.	
3) Compare the analysis of their own performance to the performance level of skilled individuals.		
4) Improve their own performance by integrating the results of comparative analysis.	Have them assess how they can improve their own performance.	
3. EXPRESS IDEAS, THOUGHTS, AND FEELINGS WITH CONFIDENCE THROUGH PHYSICAL ACTIVITY.		
a. Appreciate the aesthetic quality of movement.	Expose students to top performances through films and guest appearances.	
b. Understand that music can be a stimulant to ideas and feelings which can be expressed by creative movement.	A variety of music should be chosen to elicit varied responses.	Music can range from classical to jazz to contemporary.
- Create a movement sequence, reflecting the rhythm/mood of the music.		
4. DEVELOP AN INDEPENDENCE IN PURSUING PHYSICAL ACTIVITY THROUGHOUT LIFE.		
a. Understand the need to pursue physical activity in a variety of	An excellent area for discussions and written assignments is the physiological benefits of	When the students are working on training methods or any physical activity, have them

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
settings throughout life.	physical activity.	explore the benefits and limitations of each method and activity.
b. Participate in the community with a sense of responsibility, confidence, and belonging.		When costs are to be incurred, the administration and parents should be informed.
1) Adhere to the house rules when participating in community activities.		Determine which community facilities can be used to enhance the physical education program.
2) Use appropriate behaviour and etiquette when using community facilities.		Draw on the expertise of people within the community.
3) Identify the community facilities which may be used for lifelong physical activities.	Have the students: 1. Discuss costs of facility rental and equipment purchase. 2. Examine benefits derived from activities and the related cost factors. 3. Discuss and correlate the quality and specifications of equipment for activity needs.	
4) Pursue physical activity beyond physical education class involvement.	Have community figures as guests to discuss programs and facilities. Have the students develop a list of community personnel, facilities, and resources (personal contact or class survey).	Encourage intramural participation.
5. DEVELOP SAFETY AND SURVIVAL PRACTICES.		
a. Understand that the principles of safety must be practised when engaging in physical activity.		ALWAYS IDENTIFY POSSIBLE HAZARDS AND THE SAFETY RULES PRIOR TO ENGAGING IN ANY ACTIVITY WHERE INJURY COULD OCCUR. STATE SUCH EXPECTATIONS VERY CLEARLY. N.B.: REFER TO LEGAL LIABILITY SECTION AND SAFETY CHECKLIST.
1) Practise safe and responsible behaviour when engaged in physical activity.		

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
2) Employ appropriate procedures in setting up, utilizing, and storing equipment.		Initially, direct the setting up of equipment and point out safety procedures. When students set up equipment, inspect it prior to use. Enforce procedures.
b. Be knowledgeable about and be able to use survival skills in a variety of physical pursuits.	Winter Survival Water Safety and Survival	Check with the school divisions <u>prior</u> to trips for related policies.
- Identify survival skills which may be needed in a variety of situations.	Wilderness Survival Topic areas could include hypothermia and frostbite.	Contact the Red Cross and Royal Life Saving Society.
c. Understand the importance of life support/assistance methods.		
1) Emergency first aid	<u>Basic First Aid</u>: - Breathing - Bleeding - Shock - Fractures - Other common disorders that might require treatment; e.g., allergies	For certification programs, contact the St. John's Ambulance or the Canadian Red Cross Society, Manitoba Division.
2) Prevention and care of athletic injuries	Have the students: 1. Practise taping and wrapping of athletic injuries. 2. Practise ice massage.	<u>Resource</u>: Student Trainer Course (correspondence course) available from Cramer Products, Gardener, Kansas
3) Clearance of air passage obstruction		
4) Cardiopulmonary resuscitation (optional)	Employ the use of AR (artificial resuscitation) as a lead-up to CPR.	CPR SHOULD BE TAUGHT BY QUALIFIED INSTRUCTORS. Attention should be given to the various causes of the cessation of breathing. <u>Contact</u>: The Manitoba Heart Foundation.

GOALS/OBJECTIVES	ACTIVITY SUGGESTIONS	NOTES TO TEACHERS
d. Understand the need for stress management.	Discuss lifestyle concepts.	See Physical Fitness Activity Selections.
6. DEVELOP POSITIVE SOCIAL INTERACTIONS THROUGH A VARIETY OF PHYSICAL ACTIVITIES.		This area lends itself to subjective evaluation.
a. Work together cooperatively on a one-to-one basis or as a member of a group.	Any activity which involves interaction Low-organized Games Co-operative Games Lead-up games	Watch that the best performer does not dominate the activity.
b. Be competitive with themselves and others.	Have the students attempt to achieve personal bests.	
c. Use the rules, etiquette, and strategies of activities.	Have the students: 1. Play games without officials. 2. Play games with student officials. 3. Design their own games and plan the rules.	Explain the reasons for various rules and etiquettes.
d. Implement and adapt strategies of activities.	Have the students: 1. Play games with less than the normal number. 2. Play games with uneven sides. 3. Plan their own strategies while doing group activities.	



APPENDIX A

EQUIPMENT LISTS

As children advance from the elementary grades, the requirements for the physical education program change with regard to space, the nature and scope of the progam, and the equipment needed. The suggested equipment lists are, therefore, grouped into early, middle, and senior years according to program content. The extent to which any or all of this equipment is acquired will, of course, depend upon the budget and available facilities. More specific information is available from the Curriculum Services Branch, Department of Education, 411-1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.

EARLY YEARS

Equipment Item	Number and Size (Based on a Class of 30)	Number Applicable to Your School
BALLS		
Tetherballs	3 poles and balls	
Utility balls	30 - 18-20 cm (7-8")	
	30 - 10-15 cm (4-5")	
Sponge rubber balls	30 - 7.5 cm (3")	
	4 - 45.5 cm (18")	
Whiffle balls (air flow balls)	15 softball size	
	15 baseball size	
Soccer balls	30 size 4	
Rhythm balls	30 - 12.5-15 cm (5-6")	
GAMES		
Scoop ball scoops	30	
Scoop balls	30 (use whiffle balls)	
Floor hockey sticks	24 - approx. 1 metre (41")	
	(replacement blades for wooden shafts - "Shields")	
Floor hockey pucks	1 dozen	
Floor hockey goals	2 sets	
MISCELLANEOUS EQUIPMENT		
Bean bags	30 assorted colors (reinforced)	
Canes and poles	30 - 1 metre	
Hoops	30 large and small	
Paddle bats - with wrist strap	30 (some lightweight paddles)	
Skipping ropes - No. 10 sash cord	30 singles	
	6 doubles (variety of lengths)	
Lummi sticks	30	
Wooden blocks	As required	

Balloons	50 (double skin)
Beach balls	10
Yarn balls	30 (assorted colors)
Cone markers	12 - traffic style
Cage ball	1 metre (42") size or bigger
Scooters	15
Frisbees	15
Deck rings	30
Wands	30
Elementary hurdles	6

SOFTBALL

Bats	Plastic, 61 cm (24")
Bases	1 set per diamond
Pitcher's mound and home plate	1 set per diamond
Batting tees	4

TRACK AND FIELD

Relay batons	6
Measuring tape	1 - 10 metres
	1 - 50 metres
Lime	1 bag
Stop watches	6

MISCELLANEOUS SUPPLIES

Ball inflator	
Bulletin board	
Chalk board	
Containers for small equipment	
Mat trolley	
Team pinnies or scrimmage vest	4 assorted color sets (8/set)
First aid kit	
Weight scale	
Whistles	
Record player	
Agility boxes	Variety of sizes
Parachute	Approx. 8.5 m size (28')

LARGE EQUIPMENT

Mats (velcro on four sides)	30 - 61 cm x 1.2 m size (2' x 4')
Balance benches	6
Wall climbing unit (Cave Southampton)	

Trestle tree climbers	
Balance beam (low)	
Foam filled apparatus	
Peg boards	
Chinning bars	
Vaulting box (low)	
Tug-o-war rope	
Cargo net	1

PERCEPTUAL-MOTOR EQUIPMENT

Geometric shapes	2 circles, squares, rectangles, triangles
Walking board	18 cm (7")
Coordination ladder	2.17 cm (8')
Jump box with an inclined board	51 cm high x 40 cm wide (20" x 15-3/4")
Rebound net	
Launching board	
Tire holders	
Bowling pins	
Tires (car and bicycle)	

MIDDLE YEARS

Equipment Item	Number and Size (Based on a class of 30)	Number Applicable to Your School
GENERAL EQUIPMENT (Grades 5 - 9)		
Bean bags	30 assorted colors (reinforced)	
Canes and poles	30 - 1 metre	
Deck tennis rings	6	
Gymnastic clubs (Indian clubs)	30	
Hoops	30 large and small sizes	
Paddle bats - with wrist strap	30 (some lightweight paddles)	
Skipping ropes	30 singles 6 doubles	
Lummi sticks	30	
Tinikling poles	8	
Balloons (5-6)	50 (double skin)	
Beach balls (5-6)	15	
Cone markers (pylons)	12 - traffic style	
Case ball	108 cm (42") or bigger	
Scooters (5-6)	15	
Compasses	15	
Frisbees	15	
Parachute	1	
Basketball standards	Adjustable down to 2.38 m (8')	
Volleyball standards with antennae	Adjustable down to 2.17 m (6')	
Volleyball nets	High and low	
Peg boards		
Chinning bars		
Soccer goals	1 set	
Tug-o-war rope	2	
GENERAL SUPPLIES (Grades 5 - 9)		
Ball inflator		
Bulletin board		
Chalk board		
Containers for small equipment		
Desk timer		
Mat trolley		
Portable ball carriers		
Team pinnies or scrimmage vest	4 assorted color sets (8/set)	
Trainer's kit		
Weight scale		
Whistles		
Record player		
Agility boxes	Variety of sizes	
Parachute	Approx. 8.5 m size (28')	

Line markers	
Measuring tapes	
Rakes	
Brooms	
Starting gun	
Loud hailer	
Rulebooks (all activities)	
Ball repair kit	
BALLS (Grades 5 - 9)	
Basketballs	15 mini 15 regular
Footballs	9 junior 9 senior
Soccer balls	15 size 4 15 size 5
Tetherballs	3 poles and balls
Utility balls	30 - variety of sizes
Volleyballs	30 regular size (no rubber)
Medicine balls	6 - 4.0 kg (8 lbs.) 6 - 5.4 kg (12 lbs.)
Softballs	10 leather 30 rubber
Whiffle balls	15 softball size 15 baseball size
Sponge balls	30
Nerf balls	30
Team handballs	4 to 6 (other balls can be used to teach)
SPECIFIC ACTIVITY AREA NEEDS (Grades 5 - 6)	
Scoop Ball	
Scoops	30
Balls	15 (use whiffle balls)
Gymnastics	
Wall climbing unit (Cave Southampton)	
Trestle tree climbers	
SPECIFIC ACTIVITY AREA NEEDS (Grades 5 - 9)	
Floor Hockey	
Sticks	30 - approx. 1 metre shaft (41")
Balls/pucks	1 dozen
Goal	1 set

Gymnastics

Mats (velcro on four sides)	15
Balance benches	
Balance beams (high and low)	
Beat board (reuther board)	
Foam filled apparatus including crash mats	30 cm (12")
Trampolettes --	Purchase should be subject to the suitability of
Trampoline --	teacher training and instruction.
Vaulting box	

Softball

Bats	Aluminum, 76 cm (30") and 81 cm (32")
Bases	1 set per diamond
Pitcher's mound and home plate	1 set per diamond
Catcher's mask	4
Chest protector	4

Track and Field

High jump standards	2 sets
High jump bar	3
Landing pit	1 per standard
Relay batons	12
Measuring tape	2 - 10 metres
	2 - 50 metres
Distance markers	15
Dry lime marker	1
Lime	
Stop watches	3

SPECIFIC ACTIVITY AREA NEEDS (Grades 7 - 9)

Badminton

Racquets	30
Shuttlecocks	4 dozen
Nets and standards (badminton and tennis)	1 set per court

Cross-Country Skiing

Wax	4-8
Bindings	30
Skis	30
Poles	30
Boots	30

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Field Hockey

Balls	3 dozen
Goals	2 (1 set)
Net	2
Shin guards	24-30 pair
Sticks	24-30
Goal pads	1-2 sets
Kickers	1

Football

Balls	6
Belts and flags	20-30 sets

Golf (Grade 9 only)

Bags	2
Putting greens	6
Woods	12
Irons	24
Putters	12
Balls (practice)	12 dozen
Balls (golf balls)	4 dozen
Tees (rubber practice)	3 dozen
Tees (game)	2 dozen
Mats	12

Gymnastics
(in addition to Grade 5 - 9 list)

- Spring board
- Vaulting buck
- Parallel bars
- Uneven bars
- Horizontal bars
- Rings
- Safety belts
- Side horse

Table Tennis

Table	
Bats	
Balls	

Tennis

Racquets	30
Balls	4 dozen

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Track and Field
(in addition to Grade 5 - 9 list)

Hurdles (adjustable)	20
Discus - indoor	4
- outdoor	4
Shotputs - indoor	4
- outdoor	4
Starting blocks	6

Weight Training

- Abdominal boards
- Dumbells
- Barbells
- Bench press
- Weight rack
- Timers
- Exercise bicycle
- Full-length mirrors
- Benches without backs
- Wall pulleys
- Horizontal ladder
- Rowing machine
- Stall bars
- Postural measuring equipment

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Equipment Item	Number Applicable
GENERAL EQUIPMENT	
Goalposts: football, soccer field hockey, lacrosse	
Line markers	
Ball carriers	
Jumping Ropes	
Pinnies	
Utility balls	
Whistles	
Stop watches	
Loud hailer	
Pumps	
Benches	
First aid kit (as recommended)	
Storage cupboards	
Rule books (all activities)	
Timers (score clock)	
Traffic markers	
Ball repair kits	
Bean bags	
Balls (variety)	
Indian clubs	
Multi-arm bar	
Hoops	
Floor marking tape	
Rugger balls	
Bicycle tool and repair kit	
ARCHERY	
Arrows	
Nets	
Arrow points	
Nocks	
Bows	
Strings	
Finger tabs	
Arm guards	
Quivers	
Target faces	
Target pins	
Target butts	
Target stands	
Archery equipment carrier	

Equipment Item	Number Applicable
AUDIO-VISUAL AIDS	
Charts, including skill charts	
Posters	
Records (dance)	
Super 8 loop projector	
Super 8 film loops (Athletic Institute - all activities)	
16 mm projector	
Screen	
Tape recorder	
Tapes	
Record player	
Speakers	
Portable chalk board	
VTR equipment	
Television set	
Reference and resource books	
Periodicals	
Overhead projector	
BADMINTON	
Nets	
Racquets	
Standards	
Birds	
BASKETBALL	
Backboards	
Nets	
Balls	
Rebound rim	
CROSS-COUNTRY SKIING	
Wax kit	
Bindings	
Skis	
Poles	
Boots	

Equipment Item	Number Applicable
CURLING	
Sliders	
CYCLING	
Bicycle tool and repair kit	
FENCING	
Foils	
Sabres	
Epees	
Jackets	
Masks	
Chest protectors	
Rubber tips	
Blades	
FIELD HOCKEY	
Balls	
Goals	
Net	
Shin guards	
Sticks	
Goal pads	
Kickers	
FITNESS TESTING	
Exercise bike	
Bicycle ergometer	
Scale	
Dynamometer	
Fat calipers	
Flexometer	
Blood pressure unit (electronic)	
Stethoscope	
Measuring tape	
Metronome (electronic)	
FOOTBALL	
Balls	
Belts and flags	

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Equipment Item	Number Applicable
GOLF	
Bags	
Putting greens	
Woods	
Irons	
Putters	
Balls (practice and game)	
Tees (rubber practice and game)	
Mats	
GYMNASTICS (Olympic Gymnastics)	
Balance beam	
Vaulting buck	
Low beam	
Chalk and holder	
Hand guards	
Parallel bars	
Uneven bars	
Horizontal bar	
Rings	
Safety belts	
Side horse	
Spring board	
Reuther board	
Trampolette (Subject to the suitability	
Trampoline of teacher training)	
Vaulting box	
Mats (tumbling)	
Mats (crash - 12")	
HANDBALL (European Team Ball)	
Balls	
Goals	
Nets	
LACROSSE	
Stocks	
Balls (indoor, rubber, and regulation)	

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Equipment Item	Number Applicable
MODERN RHYTHMIC GYMNASTICS	
Hoops	
Clubs	
Rhythm balls	
Ribbons	
Ropes	
RACQUETBALL	
Racquets	
Balls	
Eye guards	
SNOWSHOEING	
Snowshoes	
Bindings	
SOCCER	
Balls	
Goals	
Net	
Shin guards	
SOFTBALL	
Balls	
Bases	
Bats	
Bat bag	
Gloves	
Masks	
Body protectors	
Pitcher's rubber	
Batting elements	
SQUASH	
Racquets	
Balls	
Eye guards	

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Equipment Item	Number Applicable
TABLE TENNIS	
Tables	
Balls	
Paddles	
Nets	
Posts	
TENNIS	
Balls	
Nets	
Racquets	
TRACK AND FIELD	
Batons	
Discus (indoor and outdoor)	
High jump standards	
High jump cross-bars	
Hurdles	
Javelins	
Toe boards	
Measuring tapes	
Landing pits (crash mats)	
Pole vault box	
Pole vault standards	
Pole vault cross-bars	
Shot puts (indoor and outdoor)	
Starting blocks	
Take-off boards	
Rakes	
Brooms	
Starting gun	
VOLLEYBALL	
Balls	
Nets	
Standards	
Antennae	

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Equipment Item	Number Applicable
WATER POLO	
Flags	
Caps	
Balls	
Nets	
WEIGHT TRAINING	
Benches without backs	
Universal gym	
Abdominal boards	
Dumbells	
Barbells	
Bench press	
Weight rack	
Medicine balls	
Mirrors	
Grip exercisers	
Collars and sleeves	
Weight lifting belt	
WRESTLING	
Headguards	
Kneeguards	
Mats	

APPENDIX B

SAFETY AND MAINTENANCE CHECKLIST

SUGGESTED KEY FOR MARKING:

√ if satisfactory
X if item needs attention

SCHOOL _____ 19

Day/Month of Check and Initials

A.	GYMNASIUM						
	1.	FLOOR	- surface: tile, wood, in good repair				
			- lines: in good repair				
			- splinters				
			- fittings: net posts, gymnastic apparatus				
			- warping				
	2.	LIGHTING	- adequate				
			- light(s) operative				
			- light covers, protectors				
			- switches				
			- electrical outlets				
	3.	CEILING FIXTURES	- fans				
			- lights for stage				
			- protective covers				
	4.	WALLS	- clean				
			- free from obstructions				
			- in good repair				
	5.	DIVIDING DOOR	- operates smoothly - switch				
			- overhead tracks secure				
			- small door				

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6.	OTHER DOORS	- in good repair				
		- not hazardous				
7.	WINDOWS	- covered securely				
		- cracked or broken panes				
8.	BACKETBALL BACKSTOPS	- nuts and bolts				
		- cables				
		- winches				
		- operates properly				
		- net in good repair				
9.	NET SUPPORT POSTS	- fit properly in fashion				
		- winch operational				
		- storage (stability)				
10.	WALL CLIMBERS	- nuts and bolts				
		- cables				
		- floor plates (2 positions)				
		- accessories for climber				
11.	HORIZONTAL BARS	- cables, guy wires				
		- adjustment clamp				
		- floor fittings				
12.	SUSPENDED EQUIPMENT	- rings, ropes, trapeze				
		- u-bolts at ceiling				
		- fraying				
		- knots				
		- slivers				
		- pulleys				

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13.	CARGO NETS	- ceiling (or wall) mount	
		- floor plates	
14.	BALANCE BEAMS	- supports	
		- rubber base	
		- adjustment	
		- anchoring device	
		- slivers on surface	
15.	PARALLEL BARS	- nuts and bolts	
		- rubber feet	
		- adjustment - locking	
		- transporting trolley	
		- slivers on surface	
16.	TRAMPOLINE	- bed	
		- cables	
		- pads	
		- supports	
		- wheels	
		- locking device	
17.	VAULTING BOX	- stability of sections	
		- padded surface	
		- slivers	
		- paint or varnish	
18.	SPRING BOARD	- nuts and bolts	
		- rubber feet	
		- take-off surface	

19.	HORSE/BUCK	- rubber feet
		- leg adjustments
		- surface condition
		- pommel support
20.	MATS, FOLDING	- clean
		- in good repair
		- velcro fasteners
		- storage area
21.	MATS, CRASH	- handles
		- in good repair
		- storage area
22.	GYMNASTIC BENCHES	- stable
		- slivers
		- hooks
		- balance rail
23.	BLEACHERS	- stable
		- operate properly
		- sliver free
		- paint or varnish
24.	ITEMS THAT DON'T BELONG	- chairs
		- tables
		- trolleys
		- cupboards
		- etc., etc., etc.

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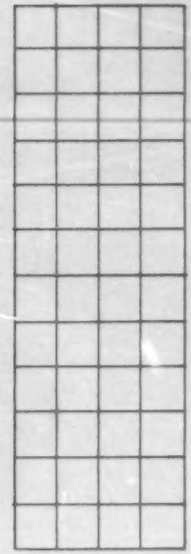
B. EQUIPMENT ROOM

1.	STORAGE CUPBOARDS	- doors (labelled)
		- hinges, locks
		- shelves (labelled)
2.	FLOOR SPACE	- unobstructed
3.	RACKS	- labelled
		- equipment secure
4.	TROLLEYS	- wheels
		- splinters
5.	UNIFORMS	- ventilated space
6.	WORKSPACE	- clear
		- tools
		- inflator



C. CHANGING ROOMS

1.	BENCHES, SEATS	- stable, fixed
2.	LOCKERS	- in good repair
3.	FLOORING	- mats
		- raised
4.	SHOWERS	- heads
		- controls
5.	DRAINAGE	
6.	DOORS	
7.	TOILETS	
8.	WASHBASINS	
9.	MIRRORS	

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D. OUTDOOR FACILITIES

1.	PLAYING FIELD(S)	- level surface
		- goal areas
		- pitching mound
		- bases and home plate
		- free of debris
2.	GOALPOSTS	- securely installed
		- concrete footing below ground
		- sliver free
		- painted
3.	FENCES	- backstops
		- gates, etc.
4.	BLEACHERS	- stable
		- sliver free
		- painted
		- handrails -- side
		- safety rail -- back
5.	TRACK	- level
		- edge stable
		- free of debris, weeds
6.	SANDPITS	- location
		- condition of sand
		- runway
		- take-off boards

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7.	PLAYGROUND CLIMBERS	- nuts and bolts	
		- cables	
		- splinters	
		- landing surface	
		- paint (or stain)	
E.	WEIGHT ROOM	- equipment	
		- cables	
		- storage	
		- benches	
		- racks	
		- mats	
		- floor surface	
F.	FIRST AID KIT	- location	
		- adequate supplies	
		- access	
		- training in first aid	
G.	ACCIDENT PROCEDURE	- reporting	
		- analyzing	
		- follow-up	

Initial check made by_____.

When equipment is in daily use, checks for safety should be made DAILY.

Faulty equipment should be put out of use immediately, and requests made for repair.

APPENDIX C

BASIC SUPPLIES FOR A FIRST AID KIT

ITEM	QUANTITY	ITEM	QUANTITY
3.8 cm (1-1/2") white tape	4 rolls	15 cm (6") elastic bandages	3
5 cm (2") elastic adhesive tape	2 rolls	skin lube/vaseline	1 jar
7.5 cm (3") elastic adhesive tape	2 rolls	air splints - ankle	1
pro wrap	1 roll	- arm	1
7.5 cm (3") non-sterile gauze pads	50	analgesic balm	1 jar
7.5 cm (3") sterile gauze pads	12	ice pack (instant)	1
7.5 cm (3") telfa pads	12	triangle bandage/sling	1
3.8 cm (1-1/2") elasto-plast dresser strip	1 box	tape remover	225 ml (6 oz.)
cotton tipped applicators	12	sponge rubber	assortment
tongue depressors	12	felt	assortment
ammonia caps	6	moleskin	
tape scissors	1	thermometer	1
tape cutter	1	oral screw (air passage tube)	1
tuf skin 340 ml (12 oz.)	1 can	penlight/flashlight	1
antiseptic spray 225 ml (6 oz.)	1 can	tongue seizing forceps	1
cold spray 340 ml (12 oz.)	1 can	butterfly strips	6
baby powder 225 ml (9 oz.)	1	eye wash/cup	
knuckle dressings	6	alcohol	225 ml (6 oz.)
septic pencil	1	fungicide spray	225 ml (6 oz.)
7.5 cm (3") gauge rolls	3	hand mirror	1
7.5 cm (3") cotton rolls	3	waterproof tape	
7.5 cm (3") elastic bandages	3	5 cm (2") stockinet	1 metre

NOTE: This represents a basic list of items and quantities; other supplies may be necessary as well.

APPENDIX D

SAMPLE LESSON PLAN FOR THE EARLY YEARS PROGRAM

Level: Kindergarten

Purpose of the Lesson: To give children the opportunity:
1. To explore and use motor skills in a variety of ways.
2. To explore and develop an awareness of space.
3. To manipulate objects.
4. To enjoy movement.

ACTIVITY	TEACHING SUGGESTIONS
A. Introductory Activity	
1. Free running, finding a place alone in a hoop.	1. Space hoops evenly about the floor. Encourage the children to find another hoop each time. Use music or a drum as a signal for stopping in hoop.
2. Running freely, steering own course between hoops, stopping in a hoop.	2. Use different locomotor forms — skipping, sliding, galloping. Encourage light movements between the hoops and quick stops in the hoops. Have them dramatize movements of aeroplanes, cars, kangaroos, skaters, etc.
3. Sitting with straight legs beside a hoop, bending the feet at the ankles then stretching while singing "Hello-Good-bye"; then bending and stretching the legs; bending and stretching at the waist.	3. Identify body parts that bend and stretch. Ask what other body parts bend and stretch.
4. Free skipping to music, exploring space.	4. Point out that the hoops have been removed and that they must try to keep the same space as before. "Be as scattered as the hoops were." Use music to help develop rhythmic skipping. Have the children sing a skipping song such as "Rig-a-jig-jig."

ACTIVITY	TEACHING SUGGESTIONS
B. Whole Body Movement	
1. Crouching down and then stretching up with hands above head - "Tall as a house, small as a mouse."	1. Ask if they can feel the difference/contrast in body shape — small and curled, long and stretched?
2. Walking about, changing from a crouching to a stretching position.	2. At first, have the children change shape on a signal (drum); then invite them to make their own changes, from "slithering", being low, to "tip-toe," being high. Find music which can bring these levels out - E-Z Series by Ruth Evans, E-Z 104 Theme "Up and Down."
3. Game of "Slowkie Powkie."	3. Children walk in a line behind the teacher. They drop down to a crouch when the teacher turns around. Last one down is a "Slowkie Powkie." Build up suspense and stress quickness in crouching down low.
4. Kneeling with hands on floor; shaking the body like a "wet dog"; then rolling on the back and wriggling to dry. Putting a bean bag on the back and shaking it off.	4. Discuss words "shake" and "wriggle"; ask for other words. What other creatures wriggle? Point out how vigorously one must shake to dislodge the bean bag.

ACTIVITY	TEACHING SUGGESTIONS
C. Skill Instruction and Practice	
1. Free play with bean bag.	1. Have the children recall some of the skills learned in earlier lessons.
2. Running, carrying the bean bag high, low, behind, in front.	2. Remind the children about using space freely. Encourage them to note the shape of their bodies while carrying the bean bag in certain ways. Problem: "can you carry it low and behind you?"
3. Shaking the bean bag while holding it in the hand. Shaking it while holding it between the feet.	3. Encourage the children to balance on different body parts and body surfaces while shaking the bean bag with hands and feet.
4. Skipping freely, dropping the bean bag and picking it up while moving.	4. At first, have them use both hands, then either hand, in order to grasp the bag or gather it from the floor. Work on the concept of throwing it a little ahead, then running to it and picking it up without stopping.
D. Closing Activity	
1. "Slowkie Powkie"	1. Repeat the game and choose a child to be the leader.

NOTE: Sample Lesson Plans are available from the Curriculum Services Branch, Department of Education, 411 - 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3, upon request.

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LESSON PLAN FORMAT FOR THE MIDDLE AND SENIOR YEARS PROGRAMS

UNIT: _____

THEME: _____

CONCEPTS:
(to be developed or reinforced in the lesson)

LEARNING OBJECTIVES:
(what children can demonstrate at the end of the class)

EQUIPMENT:

TEACHING OBJECTIVES:

LESSON CONTENT

ORGANIZATION:
FORMATIONS, ETC.

INTRODUCTION:

SKILL AND/OR CONCEPT DEVELOPMENT:

APPLICATION OF SKILL AND/OR CONCEPT:

CLOSING ACTIVITY:

COMMENTS:

TEACHING STRATEGIES

NOTE: Sample Lesson Plans are available from the Curriculum Services Branch, Department of Education, 411 - 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3, upon request.

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APPENDIX E

LEGAL LIABILITY

Under the law, every teacher, including the physical education teacher, has a legal and a moral obligation to provide for the safety and well-being of all students. If the teacher is negligent in the performance of his/her duties toward students, he/she is legally responsible for injuries that follow and may pay the consequences. Even if reasonable care has been taken, one may still be liable for negligence.

There are two general areas of wrong-doing — criminal wrongs and civil wrongs. Basically it is civil wrong that is the concern of teachers, and the civil wrong most likely to be involved is referred to as a tortious act. A tort is a civil wrong for which a court may seek a remedy in the form of an action for damages. It compels the wrong-doer to pay for the damages he/she has caused. Tortious liability arises from breach of duty as determined by either statute or common law.

Legal duty refers to the duties imposed upon teachers by statutes and common law. Common law is an unwritten law in that it is not established by legislature as is a statute. It is a body of principles and rules, relating to persons and property, which arise out of custom, usage, and judgements of the courts. The standard of behaviour required of the teacher may also be referred to since the standard of behaviour is subject to interpretation.

Although the definition of negligence may vary with different authorities, basically it is the failure to do something which a prudent and reasonable person, guided by the considerations which regulate human affairs, would do, or the doing of something that a reasonable person would not do under similar circumstances.

There are no certain criteria for determining what constitutes a negligent act. Each incident must be judged on its own merit. The fact that an injury occurs doesn't constitute negligence. Before negligence can be determined, it must be proved that the injury was directly connected with any negligence. A physical education teacher could be negligent and yet not be liable if his/her negligence was not the proximate cause of the injury.

In a negligence case, the plaintiff must be able to show that negligence was the direct cause of the injury. Where witnesses are not available, proof of negligence may still be assumed under the maxim res ipsa loquitur. This means the accident speaks for itself. The mere proof that the accident took place may be sufficient under certain circumstances to show proof of negligence.

The element of foreseeability is also applied when judging the evidence for negligence. If a danger was eminent, and there was failure on the teacher's part to regard the danger, or the teacher exposed a student to unreasonable risk, the teacher could be negligent. In determining negligence in this type of breach of duty, the courts may consider the age, experience, background, and intellectual capacity of the students. In many cases, however, no allowances are made for any of these differences.

A basic element necessary for negligence is damage or injury to the person or tangible property.

Hixson states that cases involving negligence must have four elements to be actionable:

1. A duty or an obligation existed which the defendant must have performed to protect the plaintiff from the injury.
2. The defendant must fail to perform the required duty or obligation.
3. The conduct of the defendant must be a factor in causing the accident and the resulting injury.
4. The plaintiff must have suffered an actual loss or damage. [1]

If any one or more of these elements are missing, it would appear that one would not be liable for damages.

[1] C.G. Hixson, The Administration of Interschool Athletics (N.Y.: J. Lowell Pratt, 1967), p. 117.

THIS SECTION CONTAINS USEFUL BACKGROUND INFORMATION ON NEGLIGENCE AND LIABILITY BUT DOES NOT CONSTITUTE A LEGAL OPINION IN THESE AREAS. SPECIFIC MATTERS OF LOCAL CONCERN SHOULD BE REFERRED TO LEGAL COUNSEL.

The elements of the cause of action for negligence are very important. The interpretations taken by the courts constitute the type of final action taken. Because each case is based upon unique facts and the application of the law regarding negligence, varied judgements take place. The facts in each case are interpreted on their own merit, and, therefore, each case is almost a test case. The onus is on the plaintiff to prove that negligence has taken place.

PRINCIPLES REGARDING NEGLIGENCE

As stated earlier, each case is judged on its own merit; thus, it is difficult to establish criteria for determining negligence. The following is a list of principles that may be inferred from previous court decisions.

1. School boards are not immune from liability.
2. Teachers are liable for their own negligence in school accidents.
3. Teachers are not responsible for accidents that occur outside of school hours or beyond the school grounds, unless during a school activity.
4. School authorities may be held responsible and, therefore, liable for damages if students sustain injuries due to faulty equipment or unsafe facilities.
5. Constant supervision is not required. The amount of supervision is usually dependent upon the age and abilities of the students.
6. Absence of supervision does not constitute actionable negligence if an injury is caused by some act of the pupil himself/herself during that time.
7. Teachers may be held liable for damages incurred through the aggravation of any type of injury sustained earlier, even though the initial injury may not have been a fault of the teacher.
8. School authorities are not generally held responsible for injuries sustained on school grounds after school hours.
9. Teachers are liable for mis-feasance (the doing of a lawful act in an unlawful manner) where discretionary duties are performed improperly.
10. Even if reasonable care has been taken, one may still be liable for negligence.
11. The plaintiff must prove that the defendant is negligent.

CATEGORIES OF COURT CASES IN PHYSICAL EDUCATION

Most court cases involving physical education teachers fall into any of the eight categories listed below:

1. Inadequate supervision
2. Unsuitable instruction
3. Improper classification of students
4. Discipline and corporal punishment
5. First aid and medical attention
6. Nuisance - involving unguarded, dangerous objects, apparatus, conditions of property and buildings which students must use
7. Dangerous or poor condition of equipment and facilities
8. Travelling

The following is an expansion on some of the above categories.

Teacher Supervision

A teacher may be liable for injuries resulting from failure to supervise or improperly supervising physical education and play activities. Every injury cannot be prevented, but it is the responsibility of every physical education school teacher to guard against it to the full extent of his/her ability.

Listed are suggestions for the teacher regarding supervision:

1. Never leave a class unsupervised at any time. The lack of supervision, however, need not be sufficient grounds to support a change of negligence. It must be proved that the lack of supervision was the cause of the accident.

2. Provide adequate supervision. The nature of the activity will dictate the amount of supervision required and the directness of the supervision needed. There are three types of negligence with respect to supervision:

   a) Absence of supervisors

   b) Negligence during general supervision (This usually occurs when instructors do not supervise the right areas or when they do not supervise, with the greatest awareness.)

   c) Incompetent supervision

3. A description of adequate supervision is the following:

   a) Discipline is good.

   b) Students are conducting themselves in an orderly fashion.

   c) Rules have been established for the guidance of students.

   d) The supervisor is competent.

   e) Practices have been adopted and followed.

   f) Practices have been followed successfully in the past.

Teacher Instruction

Teachers should adopt the following suggestions to ensure that adequate instruction occurs:

1. Supervise all activity.

2. Warn students of dangers that may be inherent in an activity.

3. Establish safety rules and regulations.

4. Keep abreast of the latest safety procedures.

5. Be knowledgeable of spotting techniques and provide adequate spotting.

6. Assign activities that are within the abilities of the students.

7. Teach skills progressively, from simple to complex.

8. Provide adequate conditioning before having students attempt skills requiring good physical condition.

9. Do not instruct or have students participate in activities in which you are not knowledgeable.

10. Inspect all equipment at regular intervals. Do not use or expose students to injury by using defective equipment.

11. Provide adequate instruction before permitting performance.

12. Conduct activities in safe areas.

13. Analyze teaching methods continually.

14. Attempt to foresee possible danger and injury.

15. Provide adequate protective equipment.

First Aid and Medical Care

It is essential to establish basic rules concerning health, first aid, and medical care of the students.

1. Teachers must know the health status of their students.

2. Teachers could request that students have a medical examination at least once a year.

3. Teachers should not disregard medical excuses from students, even though they may be verbal. Discretion should be used in making such students participate.

4. Teachers should take seriously all notes from parents regarding medical excuses.

5. Teachers should not administer drugs.

6. Teachers should keep a well-stocked first aid kit.

7. Teachers should have students report all injuries promptly.

8. Teachers should keep a record on file of all injuries and first aid rendered.

9. Teachers should require written approval for participation in physical activities from the student's doctor or parents, following serious illness or injury.

10. In the event of injury requiring first aid, teachers are obligated to provide first aid to the best of their ability. When aid is rendered, teachers must avoid any unreasonable application of first aid which would result in causing the student greater injury than he/she originally sustained. Teachers should be aware of the possible dangers in rendering first aid. It is for these reasons that instructors should be competent in first aid assistance. Teachers should not diagnose injuries but provide only essential first aid.

11. In the event of an injury, teachers should never delay medical assistance but should administer first aid, summon medical help, and notify the child's parents. Teachers must use discretion when seeking medical assistance. The seriousness of the injury should determine the order in which teachers contact the doctor and parents.

Equipment and Facilities

1. The school board should provide for the inspection of gymnasium facilities and major equipment on a regular basis. The date of the inspection and the results should be recorded. Defective equipment should not be used until it has been repaired.

2. The teacher should check equipment before and while it is used by students.

3. When several pieces of gymnasium equipment are arranged with the intention of soliciting a variety of movement experiences, the teacher should be mindful of the children's safety.

4. The gymnasium or instructional area should be free of obstructions and uneven surfaces.

5. Safety rules should be taught for setting up and using the equipment. These regulations should be conspicuously posted.

Transportation of Students

School Bus Transportation. The school act provides for the transportation of students between the school and home. The act also makes it possible for school divisions to transport students to school-sponsored activities. Teachers taking students on out-of-school physical education excursions should require each student to provide a permission form signed by a parent or guardian. Although a signed permission form does not waive the teacher's responsibility in the case of an accident, it assures the teacher that the parents or guardian are aware of the trip.

All field trips require an adult supervisor. Teachers using school division buses for out-of-province field trips must get prior permission from the School Board. Most local school divisions have established policies regarding field trips. These policies should be studied by teachers before embarking on any trips.

Car Transportation. Teachers are advised not to use their personal vehicles to transport students. The M.T.S. and M.A.S.T. insurance plans do not cover a teacher transporting students.

Local school divisions, however, may have an umbrella liability insurance policy which will cover teachers using their personal vehicles to transport students.

INSURANCE

Teacher Insurance

The school act does not require school divisions to carry teacher liability insurance. All members of M.T.S., however, are covered under the M.T.S. insurance plan. Thus, additional insurance is not necessary unless the teacher has opted out of the Manitoba Teachers' Society.

Student Accident Insurance

Student accident insurance provides for compensation to the injured student solely because of an accident. Accident insurance should be made available to all students, either by the local school board or local insurance agents. The terms of the policy will vary with each contract.

APPENDIX F

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2. Dent Special Education - J. M. Dent and Son (Canada) Ltd., 100 Scarsdale Road, Don Mills, Ont., M3B 2R8.
3. Kimbo Educational - P. O. Box 246, Deal, N.J., U. S. A., 07723.
4. Lyons Physical Education Catalog - Lyons, Dept P. E., 530 Riverview Avenue, Elkhart, Ind., USA, 46514.
5. Educational Record Sales - 157 Chambers Street, New York, N. Y., U. S. A., 10007.

Films, Film Strips, and Cassette Loops

An excellent listing of these items is available in the Physical Education and Recreation Instructional Media Guide produced by the Curriculum Services Branch, Department of Education, 411 - 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3.

[1]A large number of the books listed in the Bibliography can be found in the Department of Education Library. Those marked with an asterisk (*) are valuable references but currently out of print. They are likely to be found only in library collections.

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